



School Policies 2026-2027

***Note: All Board of Education policies are available on the district web page
[Monte Vista School District Policy](#)***

Monte Vista School District does not unlawfully discriminate on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition, or need for special education services in admissions, access to, treatment, or employment in educational programs or activities which it operates. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

Complaints should be referred to: Superintendent of Schools, Monte Vista School District, 59 North Broadway, Monte Vista, Colorado 81144, phone (719)852-5996, email superintendent@monte.k12.co.us. Complaints regarding violations of Title IX should be referred to: Leona Holland, Title IX Coordinator, 59 North Broadway, Monte Vista, Colorado 81144, phone (719)852-5996, email Title9Coordinator@monte.k12.co.us. Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title II, Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

SCHOOL POLICIES IMPORTANT TO STUDENTS AND PARENTS

(Many of which are required by law to be distributed.)

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Monte Vista School District

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August 2026

Dear Parents/Guardians:

Welcome to the 2026-2027 school year! We are looking forward to a great year.

We believe that appropriate student conduct and effective student discipline are necessary for a productive and safe learning environment. The Colorado state legislature also emphasizes these concepts by requiring school districts to develop student conduct and discipline codes and distribute them at least once to each student in elementary, middle and high school. The 2026-2027 Policy Handbook represents our district's student conduct and discipline codes plus other policies important to both students and parents. The handbook reflects the latest legislative changes and provides the basis for individual school procedures.

Please read this information carefully and refer any questions to the appropriate school principal. Your suggestions are always welcome.

Parents are requested to sign the enclosed form indicating receipt of the publication. The form is retained in the student's file as documentation that the student and their parents have been informed of the district's policies.

Thank you for helping us maintain a safe and productive learning environment in our schools.

Sincerely,

Gabe Futrell
Superintendent

Introduction

Our schools go to great lengths to teach conflict resolution and responsible decision-making. We start at the elementary levels with direct instruction and then follow up at the secondary levels with peer mediation, and individual counseling. The student conduct and discipline code also reinforces these concepts and, although it may seem punitive, its true purpose is to help children learn correct principles at a young age.

Most children who violate the code will receive instruction from their teacher and/or principal and the matter ends there. Suspension from school for 1 to 10 days may be warranted for more serious violations. Expulsion for the remainder of either the semester or school year is mandated by law in certain other situations. (See the inside of this publication for specifics.)

Parents will be contacted in all instances involving formal discipline or possible suspension. Parents must meet with school officials after the second suspension to prepare a remedial discipline plan. Students may make up work missed during suspension; however, no grade higher than "C" may be earned.

The superintendent will be notified if the student violates the terms of the remedial discipline plan and receives a third suspension. A third suspension will mandate an expulsion hearing with the superintendent. State law says that any student suspended from school three times will be declared "habitually disruptive" and expelled from school.

Any parent or student may appeal an expulsion decision to the board of education within time limits established in policy. Parents of expelled students will be informed of continuing education programs available for their children.

In accordance with mandates of the *Every Student Succeeds Act*, schools that receive Title I funds (Marsh Elementary, Bill Metz Elementary) are required to notify parents that they may request, and the school district will provide in a timely manner, information regarding the professional qualifications of the student's classroom teachers, including the following:

- **Whether the teacher has met state qualifications and licensing criteria in the grade levels and subject areas in which the teacher provides instruction.**
 - **Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria has been waived.**
 - **The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.**
-

File: JIC

Student Conduct

It is the intention of the Board of Education that the district's schools help students achieve maximum development of individual knowledge, skills and competence and that they learn behavior patterns which will enable them to be responsible, contributing members of society.

The Board, in accordance with applicable law, has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly and consistently for all students.

All Board-adopted policies and Board-approved regulations containing the letters "JIC" in the file name constitute the conduct section of the legally required code.

The Board shall consult with parents/guardians, students, teachers, administrators and other community members in the development and review of the conduct and discipline code.

The conduct and discipline code shall be provided to each student upon enrollment in elementary, middle and high school. The district shall take reasonable measures to ensure each student is familiar with the code. Copies shall be posted or kept on file in each school of the district. In addition, any significant change in the code shall be provided to students and posted in each school.

In all instances, students shall be expected to conduct themselves in keeping with their level of maturity, acting with due regard for the supervisory authority vested by the Board in all district employees, the educational purpose underlying all school activities, the widely shared use of district property, and the rights and welfare of other students and staff. All employees of the district shall be expected to share the responsibility for supervising the behavior of students and for seeing that they abide by the conduct and discipline code.

Adopted: 03/14/85

Revised: 08/12/93, 08/10/00, 10/11/12, 8/8/13

File: JICA

Student Dress Code

A safe and disciplined learning environment is essential to a quality educational program. District-wide standards on student attire are intended to help students concentrate on schoolwork, reduce discipline problems, and improve school order and safety. The Board recognizes that students have a right to express themselves through dress and personal appearance; however, students must not wear

apparel that is deemed disruptive or potentially disruptive to the classroom environment or to the maintenance of a safe and orderly school.

Any student deemed in violation of the dress code will be required to change into appropriate clothing or make arrangements to have appropriate clothing brought to school immediately. In this case, there will be no further penalty.

If the student cannot promptly obtain appropriate clothing or if the school has to provide proper clothing, on the first offense, the student will be given a written warning and an administrator will notify the student's parents/guardians. On the second offense, the student will remain in the administrative office for the day and do schoolwork and a conference with parents/guardians will be held. On the third offense, the student may be subject to suspension or other disciplinary action in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Unacceptable Items

The following items are not acceptable in school buildings, on school grounds, or at school activities:

1. Shorts, dresses, skirts or other similar clothing shorter than mid-thigh length
2. Sunglasses and/or hats worn inside the building
3. Inappropriately sheer, tight or low-cut clothing (e.g., midriffs, halter tops, backless clothing, tube tops, garments made of fishnet, mesh or similar material, muscle tops, etc.) that bare or expose traditionally private parts of the body including, but not limited to, the stomach, buttocks, back and chest
4. Tank tops or other similar clothing with straps narrower than 1.5 inches in width
5. Any inappropriate or disruptive clothing, paraphernalia, grooming, jewelry, hair coloring, accessories, or body adornments that are or contain any advertisement, symbols, words, slogans, patches, or pictures that:
 - Refer to drugs, tobacco, alcohol, or weapons
 - Are of a sexual nature
 - By virtue of color, arrangement, trademark, or other attribute denote membership in gangs which advocate drug use, violence, or disruptive behavior
 - Are obscene, profane, vulgar, lewd, or legally libelous
 - Threaten the safety or welfare of any person
 - Promote any activity prohibited by the student code of conduct
 - Otherwise disrupt the teaching-learning process

Graduation Adornments

Graduating students are expected to wear the attire customarily worn for the graduation ceremony at their school, with the specific exceptions outlined below.

A student may adorn the cap, gown, or stole customarily worn at their school with traditional objects of tribal regalia and/or objects of cultural or religious significance. Adornments are something worn in addition to, but not replacing, graduation attire, and are not limited to decorating graduation caps. Tribal regalia or objects of cultural or religious significance means formal attire used in recognized practices and traditions of a certain group of people. Adornments cannot include any alphabetical letters other than the student's name or numerals other than the graduating class (e.g. Class of 2022). Other written statements, phrases, or slogans are not permitted.

Students may be required to request permission to wear an adornment in advance, and the district reserves the right to prohibit any adornments that are obscene, defamatory, fraudulent, profane, threatening, inappropriate, or disruptive or violate the dress code in any other manner. If it is determined that the adornment would cause a substantial disruption based on reliable evidence, the student's request may be denied. Students who wear adornments that have not been approved may be required to remove the adornment if the adornment is substantially disruptive.

Exceptions

Appropriate athletic clothing may be worn in physical education classes. Clothing normally worn when participating in school-sponsored extra curricular or sports activities (such as cheerleading uniforms and the like) may be worn to school when approved by the sponsor or coach.

Dress guidelines for special events or school-sponsored purposes, including but not limited to dances, extra-curricular activities, and fundraisers, shall be at the discretion of the school administration based upon the nature of the particular event and according to the spirit of this policy. Students may avoid the risk of being asked to leave or change clothing at an event by having attire approved in advance by an administrator.

Building principals, in conjunction with the school accountability committee, may develop and adopt school-specific dress codes that are consistent with this policy.

Adopted: 11/22/77 Revised: 08/10/00, 12/14/00, 08/11/11, 10/11/12, 08/08/13, 10/15/15, 10/14/24

File: JICC

Student Conduct in School Vehicles

The privilege of riding in a school vehicle is contingent upon a student's good behavior and observance of the student code of conduct and established regulations for student conduct both at designated school vehicle stops and on-board school vehicles.

The operator of a school vehicle shall be responsible for safety of the students in the vehicle, both during the ride and while students are entering or leaving the vehicle. Students shall be required to conform to all rules concerning discipline, safety and behavior while riding in the school vehicle. It is the vehicle operator's duty to notify the supervisor of transportation and the principal of the school

involved if any student persists in violating the established rules of conduct.

After due warning has been given to the student and to the student's parents/guardians, the principal may withhold from the student the privilege of riding in the school vehicle. Violation of district policies and regulations while in a school vehicle may also result in the student's suspension or expulsion from school, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Adopted: 11/22/77 Revised: 8/10/00, 01/13/11, 08/8/13

File: JICC-R

Student Conduct on School Buses

1. Passengers shall go to their seats, without crowding or pushing, and shall remain seated while the bus is in motion.
2. Passengers shall not extend arms, legs or head out of the bus windows.
3. Passengers shall not talk to the driver while the bus is moving except in an emergency.
4. Passengers must not tamper with the emergency doors or windows or any other part of the bus equipment.
5. Passengers must not mar or deface the bus or its equipment.
6. Passengers may not open the bus windows except by the direction of the bus driver.
7. Passengers shall not fight or scuffle on the bus or throw objects from the bus.
8. Students will keep books, lunch boxes, and other items out of the aisles.
9. Passengers will leave the bus in an orderly manner.
10. Passengers will not stand while the bus is in motion.
11. All students who come to school by bus are to return to their homes by bus unless the school is otherwise notified.
12. The students will be let off the bus only at the school or designated stops.

Issued 1981

File: JICDA

Code of Conduct

Students in third grade and higher grade levels

In accordance with applicable law and Board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in third grade and higher grade levels who engages in one or more of the following activities while in school buildings, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event and off district property when the conduct has a nexus to school or any district curricular or non-curricular event.

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the district or school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the Board's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or regulations, or established school rules.
11. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the district staff.

Students in preschool through second grade

In accordance with applicable law and Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in preschool, kindergarten, first grade, or second grade who engages in one or more of the following activities while on district property, in a school building, in a district or school vehicle, at a district or school activity or event, or off district property when the conduct has a nexus to school or any district curricular or non-curricular event:

1. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
2. Violation of the Board's policy on student conduct involving drugs and alcohol.
3. Conduct that endangers the health or safety of others.

Adopted: 09/09/93, Revised: 11/11/93, 08/25/94, 07/18/96, 09/10/98, 08/10/99, 08/10/00, 08/21/03, 10/11/07, 11/13/08, 10/06/09, 08/11/11, 10/11/12, 08/08/13, 04/16/20

File: JICDD*

Violent and Aggressive Behavior

The Board recognizes there are certain behaviors that, if tolerated, would compromise the learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent or aggressive, will not be tolerated.

Students exhibiting violent or aggressive behavior or warning signs of future violent or aggressive behavior shall be subject to appropriate disciplinary action including suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions. As appropriate and in accordance with applicable law and Board policy, students may also be referred to law enforcement authorities. At the district's discretion and when appropriate, the student may receive appropriate intervention designed to address the problem behavior. The district may also conduct a threat assessment of the student.

Students must immediately report questionable behavior or potentially violent situations to an administrator, counselor, or teacher.

A staff member who witnesses or receives a report of a student's act of violence and aggression must notify the building principal or designee as soon as possible.

An act of violence and aggression is any expression, direct or indirect, verbal or behavioral, of intent to inflict harm, injury or damage to persons or property. A threat of violence and aggression carries with it implied notions of risk of violence and a probability of harm or injury.

The following behaviors are defined as violent and aggressive:

1. Possession, threat with or use of a dangerous weapon — as described in the Board's weapons policy.
2. Physical assault — the act of striking or touching a person or that person's property with a part of the body or with any object with the intent of causing hurt or harm.
3. Verbal abuse — includes, but is not limited to, swearing, screaming, obscene gestures or threats directed, either orally (including by telephone) or in writing (including by text, social media, or other electronic means), at an individual, their family or a group.
4. Intimidation — an act intended to frighten or coerce someone into submission or obedience.
5. Extortion — the use of verbal or physical coercion in order to obtain financial or material gain from others.
6. Bullying — as described in the Board's policy on bullying prevention and education.
7. Gang activity — as described in the Board's secret societies/gang activity policy.
8. Sexual harassment or other forms of harassment — as described in the Board's sexual harassment policy and nondiscrimination policy.
9. Stalking — the persistent following, contacting, watching or any other such threatening actions that compromise the peace of mind or the personal safety of an individual.
10. Defiance — a serious act or instance of defying or opposing legitimate authority.
11. Discriminatory slurs — insulting, disparaging, or derogatory comments made directly or by innuendo regarding a person's disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, national origin, religion, ancestry, or need for special education services.
12. Vandalism — damaging or defacing property owned by or in the rightful possession of another.
13. Terrorism — a threat to commit violence communicated with the intent to terrorize or with reckless disregard for the risk of creating such terror or to cause serious public inconvenience, such as the evacuation of a building.

Adopted: 11/15/07 Revised: 08/11/11, 08/08/13, 10/08/20, 12/14/21, 05/06/25

File: JICDE*

Bullying Prevention and Education

Statement of Purpose

The Board of Education supports a secure and positive school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying and other behaviors as defined below are prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

Prohibited Behavior

Bullying

- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior

Definitions

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expressions (i.e. cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of their academic performance, on the basis of their weight, height, or body size, or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False Accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

Prevention and Intervention

The superintendent will develop a comprehensive program to address bullying at all school levels and will ensure that the program is consistently applied across all students and staff. The program will be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff on an annual basis in taking proactive steps to prevent bullying from occurring, which includes but is not limited to, training on the bullying prevention and education policy, how to recognize and intervene in bullying situations, and positive school climate practices.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents and community members in order to help maintain a bully-free environment across settings.
6. To support targets of bullying through a layered continuum of supports that includes, but is not limited to individual and peer counseling.
7. To help develop peer support networks, social skills and confidence for all students.
8. To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote positive relationships between staff and students as well as students with other students.
9. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. The team of persons at the school may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals, members of bullying prevention or youth resiliency community organizations, counselors, teachers, administrators, parents, and students.
10. To survey students' impressions of the severity and frequency of bullying behaviors in their school.
11. To include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.
12. To provide character building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.

The district's comprehensive program to address bullying will incorporate provisions for adequate due processes and safeguards for students accused of bullying behaviors, in accordance with applicable law and Board policy.

Reporting

Any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor, or teacher.

Investigating and Responding

As part of the superintendent's comprehensive program to address bullying, procedures will be developed with the goal of immediate intervention and investigation in response to reports of students engaged in bullying and/or other behaviors prohibited by this policy. Procedures will include, to the extent appropriate as determined by the investigator and designated administrator, and in accordance with applicable law and local school board policy and procedures, notification to parents/guardians of the results of bullying investigations and their right to appeal investigatory findings to the district.

Supports and Referrals

As part of the superintendent's comprehensive program to address bullying, procedures will be developed with the aim toward accomplishing the following goals:

- Initiate efforts to change the behavior of students engaged in bullying behaviors.
- Support targets of bullying in ways that avoid increasing their likelihood of discipline.
- Support witnesses of bullying.

A student who engages in any act of bullying, retaliation, and/or other behaviors prohibited by this policy is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior will be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes discrimination or harassment will be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute discrimination or harassment also have additional rights and protections under Board policies and procedures regarding discrimination and harassment.

Adopted: 10/15/01 Revised: 10/11/07, 08/11/11, 06/11/20, 10/08/20, 12/14/21, 10/14/24, 05/06/25

File: JICEA

School-Related Student Publications

The Board encourages students to express their views in school-sponsored publications while observing rules for responsible journalism and complying with this policy and state and federal law. To protect the rights of all members of the school community and support the district's educational mission and purposes, students are prohibited from publishing expression which:

- is false or obscene;
- is libelous, slanderous or defamatory under state law;
- presents a clear and present danger of the commission of unlawful acts, violation of school rules or material and substantial disruption of the orderly operation of the school;
- violates the privacy rights of others; or
- threatens violence to property or persons

Student editors of school-sponsored publications shall be responsible for determining the news, opinion and advertising content of their publications subject to the limitations of this policy, its accompanying regulation and applicable state and federal law. The publications advisor within each school shall be responsible for supervising the production of school-sponsored publications and for teaching and encouraging free and responsible expression and professional standards of journalism.

The publications advisor has authority to establish or limit writing assignments for students working with publications and to otherwise direct and control the learning experience that publications are intended to provide when participation in a school-sponsored publication is part of a school class or activity for which grades or school credits are given.

Adopted: 09/27/90 Revised: 08/10/00, 02/16/17, 01/17/19

File: JICEA-R

School-Related Student Publications

(School Publications Code)

1. Purpose

School-sponsored publications provide an educational activity through which students can gain experience in reporting, writing, editing and understanding responsible journalism. Content of school-sponsored publications should reflect all areas of student interest, including topics about which there may be dissent or controversy.

2. Prohibited materials

The following defines those materials prohibited by this regulation's accompanying policy.

a. Students may not publish or distribute material that is obscene. "Obscene" means:

- (1) The average person applying contemporary community standards finds that the publication, taken as a whole, appeals to a minor's prurient interest in sex.
- (2) The publication depicts or describes in a patently offensive way sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of genitals.
- (3) The work, taken as a whole, lacks serious literary, artistic, political or scientific value.

b. Students may not publish expression that is libelous, slanderous or defamatory under state law. "Libelous" is defined as a false and unprivileged statement about a person that injures the individual's reputation in the community.

c. Expression that is false as to any person who is not a public figure or involved in a matter of public concern is prohibited.

If the allegedly libeled individual is a "public figure or official," the official must show that the false statement was published with actual malice, as the terms are defined in law.

d. Expression which presents a clear and present danger of the commission of unlawful acts, violation of school rules, or material and substantial disruption of the orderly operation of the school, violates the rights of others to privacy, or threatens violence to property or persons is prohibited.

In order for a student publication to be considered disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial material disruption to normal school activity would occur if the material were distributed. Material that stimulates heated discussion or debate does not constitute the type of disruption that is prohibited.

3. Time, place and manner restrictions

The principal will coordinate with the publications advisor on the time, place and manner of distributing school-sponsored publications to reduce any conflict with school instructional time and/or reduce any disruption of the orderly operation of the school which might be caused by the distribution of school-sponsored publications.

4. Procedures for resolving differences

Student editors will work first with the publications advisor to resolve differences. If the problem cannot be resolved at this level, the student editors and/or the publications advisor will work with the principal to resolve any problems. If the problem is not resolved at the principal level, the student editors and/or the publications advisor may appeal to the superintendent. The superintendent's decision shall be final.

Student Distribution of Noncurricular Materials

To understand Constitutional values such as the right to free speech, students must not only study such principles but also have an opportunity to put them into practice. However, there are limitations on the right of student free speech in the school setting that have been upheld by the courts because of the unique nature of the school community.

It is the goal of this policy to strike a necessary balance between a student's right of free speech and the school's need to maintain an orderly and safe school environment which respects the rights of all students on school grounds and during school-sponsored activities.

Students may distribute noncurricular materials on school property in accordance with this policy, its accompanying regulations and applicable state and federal law.

Prohibited distribution

Students shall not distribute any noncurricular materials on school property or at school-sponsored activities or events that in themselves or in the manner they are distributed:

- create or threaten to create a substantial disruption or material interference with the normal operation of the school, school activity or event;
- advocate or encourage unlawful conduct or conduct that violates Board policy, including but not limited to the Board's policies prohibiting unlawful discrimination, harassment and bullying;
- cause or threaten to cause injury to persons or property; or
- are obscene, defamatory or violate any person's privacy rights.

Students who distribute materials in violation of this policy may be subject to appropriate disciplinary action, including suspension and/or expulsion.

School equipment and supplies shall not be used for publication of such material.

Adopted: 04/11/91 Reviewed: 02/16/17 Revised: 08/10/00, 10/11/07, 02/14/19

Student Distribution of Noncurricular Materials

Students who wish to distribute more than 10 items or copies of noncurricular materials on school property or at a school activity must notify the principal a minimum of one day in advance.

Students do not have to produce an advance copy of the materials that will be distributed for the principal's review. However, materials which are distributed on school grounds or at a school activity that are prohibited by this regulation's accompanying policy or other Board policy may subject the responsible students to disciplinary action following distribution.

The following restrictions apply to all requests to distribute more than 10 items or copies of noncurricular materials by students on school property or at school-sponsored activity:

1. Place. Distribution of materials must be made at places within the school or on school grounds as designated by the principal except that in no event may such materials be distributed in any classroom of any building then being occupied by a regularly-scheduled class.
2. Time. Distribution may be made one-half hour before school and/or during regularly scheduled lunch periods and/or 15 minutes after the close of school. Any other times during the school day are considered to be disruptive of normal school activities.
3. Littering. All distributed noncurricular materials discarded in school or on school grounds must be removed by the persons distributing such items.
4. Manner. No student may in any way be compelled or coerced to accept any noncurricular materials. In the alternative, no school official or student may interfere with materials distributed in accordance with this regulation and its accompanying policy.

Violation of this regulation and/or accompanying policy will be sufficient cause for denial of the privilege to distribute materials at future dates and may be cause for disciplinary action, including suspension and/or expulsion.

Approved: 04/11/91 Reviewed: 02/16/17 Revised: 08/10/00, 02/14/19

Secret Societies/Gang Activity

The Board of Education desires to keep district schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence or disruptive behavior. The principal or designee shall maintain continual, visible supervision of school premises, school vehicles and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

The superintendent or designee shall establish open lines of communication with local law enforcement authorities so as to share information and provide mutual support in this effort.

The superintendent or designee shall provide inservice training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities and respond appropriately to gang behavior. Staff members shall be informed about conflict

management techniques and alerted to intervention measures and community resources which may help students.

Gang symbols

The Board prohibits the presence on school premises, in school vehicles and at school-related activities of any apparel, jewelry, accessory, notebook or manner of grooming which by virtue of its color, arrangement, trademark or any other attribute denotes membership in gangs which advocate drug use, violence or disruptive behavior. This policy shall be applied at the principal's discretion after consultation with the superintendent or designee as the need for it arises at individual school sites.

Prevention education

The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Early intervention is a key component of efforts to break the cycle of gang membership. Therefore gang violence prevention education in the schools shall start with students in third grade.

Adopted: 10/24/91 Reviewed by Board of Education: 01/16/14

File: JICF-R

Secret Societies/Gang Activity

Gangs

At the principal's discretion, staff members may use the following techniques to discourage the influence of gangs:

1. Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang members will be referred to the principal or his designee. The student's parents/guardian will be contacted and the student sent home to change clothes if necessary.
2. Any gang graffiti on school premises will be quietly removed, washed down or painted over as soon as discovered.
 - a. Daily checks for graffiti will be made throughout the campus, including restroom walls and doors.
 - b. Graffiti will be photographed before it is removed. These photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
3. Classroom and after-school programs at each school will be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior and foster interest in a variety of wholesome activities.
4. Staff members will actively promote membership in authorized student organizations which can provide students companionship, safety and a sense of purpose and belonging.

Gang prevention education

Gang prevention instruction offered in the schools will:

1. Explain the dangers of gang membership
2. Include lessons or role-playing workshops in nonviolent conflict resolution and gang avoidance skills
3. Promote constructive activities available in the community
4. Involve students in structured, goal-oriented community service projects
5. Encourage positive school behavior

Gang prevention lessons may be taught jointly by teachers and law enforcement officers.

Community outreach

Gang prevention classes or counseling offered for parents/guardians will address the following topics:

1. Dangers of gang membership
2. The nature of local gang apparel and graffiti
3. Ways to deal effectively with one's children
4. Warning signs which may indicate that children are at risk of becoming involved with gangs

Community programs offered for staff, parents/guardians, churches, city officials, business leaders and the media will address:

1. The scope and nature of local gang problems
2. Ways that each segment of the community can help to alleviate these problems

Intervention measures

Staff members will make every effort to assimilate gang-oriented students into the academic, extracurricular and social mainstream and into work experience programs. To this end:

1. Staff members will be provided with the names of known gang members.
2. Insofar as possible, classroom teachers will assign individual gang-oriented students to cooperative learning groups in which they may work toward common goals with students who are not members of their gang.
3. Students who seek help in rejecting gang associations may be referred to community based gang suppression and prevention organizations.

Approved: 10/24/91 Reviewed by Board of Education: 02/16/17

File: JICFA

Hazing

Hazing in any form is prohibited. Hazing is defined to be forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.

Adopted: 11/22/77 Revised: 08/10/99

File: JICH

Drug and Alcohol Involvement by Students

Monte Vista School District C-8 shall promote a healthy environment for students by providing education, support and decision-making skills in regard to alcohol, drugs and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parents/guardians, community and its agencies.

It shall be a violation of Board policy and considered to be behavior which is detrimental to the welfare or safety of other students or school personnel for any student to possess, use, sell, distribute or exchange or to be under the influence of alcohol, drugs or other controlled substances. The unlawful possession or use of alcohol or controlled substances is wrong and harmful to students.

For purposes of this policy, controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any other controlled substances as defined in law, or any prescription or nonprescription drug, medication, vitamin or other chemical substances not taken in accordance with the Board policy and regulations on administering medications to students or the Board's policy on administration of medical marijuana to qualified students.

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student on district property, being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event, or whose conduct at any time or place interferes with the operations of the district or the safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution.

Disciplinary sanctions and interventions for violations of this policy shall be in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case.

The Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents/guardians and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs which are available.

Information provided to students and/or parents/guardians about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

Adopted: 09/27/90 Revised: 08/12/93, 10/11/07, 09/11/08, 10/11/12, 08/08/13, 04/11/19

File: JICH-R

Drug and Alcohol Involvement by Students

In accordance with the accompanying policy, the following procedures are established for addressing alcohol- or drug-related misconduct. These procedures will supplement and complement authority conferred elsewhere by Board policy and will not be deemed to limit or suspend such other authority.

Use

1. When a student is suspected of use, the person having the suspicion shall notify the principal or designee. Notification must include reasons for such suspicion (observed use, unusual behavior, etc.). The principal or designee will conduct a check of the suspected student and collect data. This action shall comply with the Board policy on investigations and searches.
 - a. If information is not sufficient to warrant further action, the principal or designee may have a personal conference with the student expressing awareness and concern.
 - b. If information warrants, the student's parent/guardian will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the student's parent or guardian general information and resources related to substance abuse.
2. When necessary, emergency health and safety care will be provided and any procedural or disciplinary issues postponed until the student's immediate needs are treated. While waiting for the student's parent/guardian or further medical aid, the student will not be left alone but placed in a quiet situation where the student will remain under observation.

Possession, distribution and exchange

Students who possess or are involved in any distribution or exchange of alcohol, drugs, other controlled substances or drug-containing or drug-related paraphernalia in violation of Board policy will be handled in the following manner:

1. A staff member who comes in contact with evidence and/or contraband shall notify the principal or designee immediately.
2. A staff member who has reasonable cause to believe that a student possesses or is involved in any distribution or exchange of alcohol, any controlled substance or drug-containing or drug-related paraphernalia in violation of Board policy will request that the student accompany him or her to the principal or designee. If the student refuses, the staff member will notify the principal or designee immediately.
3. The principal or designee will undertake investigation and search procedures in accordance with Board policy.
4. The principal or designee will place any evidence in an envelope or alternative container as necessary which will be sealed, dated and initialed by the individual who originally obtained the materials and by the principal or designee. The evidence then will be placed in the school safe.
5. The principal or designee shall refer the student to appropriate law enforcement officials in accordance with applicable law. A mutual decision will be made as to retention of the contraband by the school or testing by the authorities.

6. If information warrants, the student's parent/guardian will be requested to attend a conference at school. The conference may include sharing the data collected, explaining consequences of involvement with drugs/alcohol, developing a plan of action, and offering the parent or guardian general information and resources related to substance abuse.

Adopted: 10/11/90 Revised: 08/12/92, 10/11/12, 08/08/13

File: JICI

Weapons in School

The Board of Education determines that student possession, use and/or threatened use of a weapon is detrimental to the welfare and safety of the students and school personnel within the district.

Dangerous weapons

Using, possessing or threatening to use a dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or the school district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

As used in this policy, "dangerous weapon" means:

- a. A firearm.
- b. Any pellet, BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- c. A fixed blade knife with a blade that exceeds three inches in length.
- d. A spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length.
- e. Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a slingshot, bludgeon, nun chucks, brass knuckles or artificial knuckles of any kind.

Students who use, possess or threaten to use a dangerous weapon in violation of this policy shall be subject to disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification shall be in writing.

Firearm facsimiles

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and off school property when such conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or school district is prohibited. Students who violate this policy provision may be subject to disciplinary action, including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property for purposes of a school-related or non-school related activity. A student's failure to obtain such prior authorization is a violation of this policy provision and may result in disciplinary action, including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions. The principal's decision to deny or permit a student to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property shall be final.

School administrators shall consider violations of this policy provision on a case-by-case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

Local restrictions

The Board of Education determines that extra precautions are important and necessary to provide for student safety. Therefore, the using, possessing or threatening to use any *knife*, regardless of the length of the blade, on district property, when being transported in vehicles dispatched by the district or one of its schools, during a school-sponsored or district-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without authorization of the school or school district is prohibited. Students who violate this policy provision shall be subject to disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Recordkeeping

The district shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled and the types of weapons involved as required by law.

Referral to law enforcement

In accordance with applicable law, school personnel shall refer any student who brings a firearm or weapon to school without authorization of the school or the school district to law enforcement.

Adopted: 03/14/85

Student Use of Cell Phones and Other Personal Technology Devices

The Board of Education of the Monte Vista School District believes that personal technology devices may serve as useful tools for communication and learning and may play an important role during emergency situations. However, the Board also recognizes that unregulated use of such devices during the school day can disrupt instruction, negatively impact student engagement and well-being, and contribute to inconsistent enforcement.

Accordingly, student use of personal technology devices (PTDs) on District property, on District vehicles, and at District- or school-sponsored activities shall be regulated as set forth in this policy. Students may only use PTDs in accordance with the provisions of this policy and any applicable school or classroom rules.

"Personal Technology Device (PTD)" means any privately owned portable electronic device, including but not limited to cell phones, smart watches, smart glasses, tablets, laptops, cameras, audio or video recorders, media players, headphones/earbuds, and any other hand-held electronic communication or data storage device.

For purposes of this policy, the term "school day" means the hours between the starting and ending time of the school day as defined by the school. Students' use of PTDs shall be as follows:

PK-8 Student Use

1. Students in preschool through grade 8 shall not use personal technology devices during the school day—which includes while in the cafeteria, in hallways during passing periods, and while in the restroom, locker room, or other areas outside of the classroom. Students are encouraged to leave their PTDs at home.
2. If a student brings a PTD to school, then it must be powered off and stored out of sight in the student's backpack, locker, or other designated location.

High School Student use

1. High school students may possess PTDs on campus. However, during instructional time PTDs must be silenced and kept out of sight unless explicitly authorized by the teacher for instructional purposes. Students are responsible for ensuring that their PTDs do not disrupt instruction or school operations.
2. PTDs may be used before and after the school day, during lunch periods and passing periods; however, we encourage students to be socially engaged with their peers by not using their PTDs when possible. Students must use PTDs that interfere with or diminish their ability to hear—such as headphones or earbuds—in a responsible manner that does not prevent or prohibit students from hearing communications from school staff or emergency alarms.

Regardless of grade level or the permitted uses or limitations placed on the use of PTDs, students shall not use PTDs on school or District premises, when being transported in vehicles dispatched by the District or one of its schools, or during a school- or District-sponsored activity or event in any of the following manners:

- in locker rooms, restrooms, or other locations where such use would violate a reasonable expectation of privacy;
- to record, photograph, or distribute images or audio of others without consent;
- to engage in, promote, or facilitate conduct that violates District policy, the Student Code of Conduct, or state or federal law;
- during safety or other emergency drills
- for academic dishonesty or cheating; or
- in any manner that disrupts or would materially and substantially disrupt instruction or school operations.

Exceptions

Students may possess and use PTDs during classroom or instructional time or during times when PTDs are otherwise prohibited under the following circumstances:

1. When specifically authorized under a current individual education plan (IEP), a Section 504 accommodation plan, or a health care plan in force and effect regarding the student.
2. For instructional or emergency purposes, in accordance with specific school procedures and under the direction of the school principal.
3. If the PTD is a student-tracking safety device or other device with recording or listen-in capability, the device's listen-in technology must be disabled. The district prohibits unauthorized audio or visual recordings or transmission of audio or images of other students. A parent/guardian shall obtain approval from the building principal before operating a student-tracking safety device or similar device on school or district premises or in a district vehicle. Any parent/guardian receiving permission to use such student-tracking safety device may be requested to enter into a user agreement with the district to define the scope and limits of such use.

Violations and Consequences

1. Violations of this policy shall result in temporary confiscation of the PTD requiring parent/guardian notification and pick up of the device.
2. Continued noncompliance shall result in escalating disciplinary action consistent with the Student Code of Conduct (JIC) and School's Parent/Student Handbook.

Additional Provisions

1. The District is not responsible for the loss, theft, or damage of PTDs brought onto District property or to District-sponsored activities.
2. If the principal or designee believes a student's possession or use of a PTD may involve a violation of law, the matter may be referred to law enforcement.
3. The Superintendent or designee shall ensure that expectations are communicated clearly to students, staff, and families and that enforcement is consistent across schools.

Adopted: 11/16/04 Revised: 10/11/07, 09/11/08, 05/04/26

File: JIH

Student Interviews, Interrogations, Searches and Arrests

The Board of Education seeks to maintain a climate in the schools which is conducive to learning and protective of the safety and welfare of staff and students. To achieve this goal, it may be necessary for school personnel, or in certain scenarios, law enforcement officials to search the person and/or the personal property of the student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

Interviews by School Administrators

When a violation of Board policy or school rules occurs, the principal or designee may question potential student victims and witnesses without prior consent of the student's parent/guardian. If a school official is investigating a report of child abuse and the suspected perpetrator is a member of the student's family, no contact with the student's family will be made.

In situations where a student is suspected of violating Board policies or school rules, the principal or designee may interview the suspected student if the school official has reasonable grounds to suspect that such a violation has occurred. The nature and extent of the questioning must be reasonably related to the objectives of the questioning. If the student denies any involvement or culpability, the student will have the opportunity to present his or her side of the story, orally or in writing.

Searches Conducted by School Personnel

School personnel may search a student and/or the student's personal property while on school premises or during a school activity in accordance with this policy and may seize any illegal, unauthorized or contraband materials.

Whenever possible, the student will be informed of the reason(s) for conducting the search and the student's permission to perform the search will be requested. A student's failure to cooperate with school officials conducting a search will be considered grounds for disciplinary action.

An administrative report will be prepared by the school official conducting a search explaining the reasons for the search, the results and the names of any witnesses to the search.

Search of School Property

School lockers, desks and other storage areas are school property and remain at all times under the control of the school. All such lockers, desks and other storage areas, as well as their contents, are subject to inspection at any time, with or without notice.

Students will assume full responsibility for the security of their lockers and/or other storage areas. Students will be responsible for whatever is contained in desks and lockers assigned to them by the school, as well as for any loss or damage relating to the contents of such desks and lockers.

Search of the Student's Person or Personal Effects

The principal or designee may search the person of a student or a student's personal effects such as a purse, backpack, book bag, or briefcase on school property or at school-sponsored events or activities if the school official has reasonable grounds to suspect that the search will uncover:

- a. Evidence of a violation of Board and/or district policies, school rules, or federal, state, or local laws.
- b. Anything which, because of its presence, presents an immediate danger of physical harm or illness to any person.

Search of the person will be limited to the student's pockets, any object in the student's possession such as a purse, backpack, book bag, or briefcase, and a "pat down" of the exterior of the student's clothing.

The extent of the search of a student's person or personal effects, as well as the means to conduct the search, must be reasonably related to the objectives of the search and the nature of the suspected violation. Additionally, school officials conducting the search will be respectful of privacy considerations, in light of the sex and age of the student.

Searches of the person will be conducted out of the presence of other students and as privately as possible by a person of the same sex as the student being searched. At least one person of the same sex as the student being searched will witness but not participate in the search.

Searches of a student's person and/or personal effects may be conducted without the prior consent of the student's parent/guardian. However, the parent/guardian of any student searched will be notified of the search as soon as reasonably possible.

Searches of the person which may require removal of clothing other than a coat or jacket will be referred to a law enforcement officer. School personnel shall not participate in such searches.

Seizure of Items

Anything found in the course of a search conducted by school officials which is evidence of a violation of law or Board policy or school rules or which by its presence presents an immediate danger of physical harm may be:

1. Seized and offered as evidence in any suspension or expulsion proceeding. Such material will be kept in a secure place by the principal until it is presented at the hearing.
2. Returned to the student or the parent/guardian.
3. Turned over to a law enforcement officer in accordance with this policy.

Law Enforcement Officers' Involvement

a. Interrogations and Interviews

When law enforcement officials request permission to question students when students are in school or participating in school activities, the principal or designee will ascertain that the law enforcement officer has proper identification. Except when law enforcement officers have a warrant or other court order, or when an emergency or other exigent circumstances exist, such interrogations and interviews are discouraged during students' class time and should be scheduled in advance and held in a private area out of sight of other students.

It is the responsibility of the law enforcement officer interviewing student witnesses or interrogating student suspects to assure compliance with all applicable procedural safeguards. Upon request by law enforcement to interview a student witness or interrogate a student suspect, school officials will make an effort to notify the student's parent/guardian, except in cases involving investigation of reported child abuse where the suspected perpetrator is a member of the student's family, when law enforcement has a court order directing that the student's parent/guardian not be notified, or when an emergency or other exigent circumstances exist. However, whether or not to postpone the interview or interrogation until the parent/guardian arrives is the law enforcement officer's decision.

b. Search and Seizure

The principal or designee may request a search on school premises be conducted by a law enforcement officer. When law enforcement officers respond to such a request, no school employee will assist or otherwise participate in the search. It is expected that searches by law enforcement will be conducted in accordance with the requirements of applicable law.

c. Custody and/or Arrest

Students will be released to law enforcement officers if the student has been placed under arrest or if the student's parent/guardian and the student consent to such release. When a student is removed from school by law enforcement officers for any reason, school officials will make reasonable efforts to notify the student's parent/guardian.

It is expected that all procedural safeguards prescribed by law are followed by law enforcement officers conducting student arrests. However, district staff is not responsible for an officer's legal compliance when arresting a student.

Adopted: 10/12/89 Revised: 10/11/07, 08/21/08, 08/08/13, 10/14/2

File: JIHB

Parking Lot Searches

The privilege of bringing a student-operated motor vehicle on to school premises is conditioned on consent by the student driver to allow search of the vehicle when there is reasonable suspicion that the search will yield evidence of contraband.

Refusal by a student, parent/guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the vehicle, shall be cause for termination of the privilege of bringing the vehicle on to school premises, without further hearing. Refusal to submit to search also may result in disciplinary action and notification of law enforcement officials.

Routine patrolling of student parking lots and inspection of the outside of student automobiles shall be permitted at all times.

Adopted: 10/24/91 Revised: 09/11/08, 10/11/12

File: JJA

Student Organizations

Schools in the district may encourage students to broaden their knowledge and citizenship by permitting the formation of clubs or other groups that relate to subject matter covered by the curriculum. Such organizations shall operate within the framework of state statutes, Board policy, administrative rules and the parameters of the learning program.

Each building principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the principal prior to the formation of any club or organization in a school and the assignment of at least one faculty adviser to each approved student organization.

All student organizations are required to open membership to all interested and/or eligible students. Fraternities, sororities and/or secret societies shall not receive recognition in any manner under this policy.

All forms of hazing shall be prohibited in a student organization. No initiation shall be held for a student organization which will be degrading to the student.

The faculty adviser must attend every meeting of the student organization whether conducted on school premises or at another location.

The principal is responsible for determining that the purpose of a student organization is related to the curriculum.

Student organizations shall be considered directly related to the curriculum if one or more of the following applies:

1. The subject matter of the group actually is taught in a regularly-offered course.
2. The subject matter of the group concerns the body of courses as a whole.
3. Participation in the group is required for a particular course.
4. Academic credit or extra credit is given for participation in the group.

When the principal denies the request of a student organization desiring to meet or form in a particular school, the principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the superintendent within 10 days of the denial for a review of the principal's decision.

In the event that the principal denies a group the right to organize and conduct meetings as a curriculum-related student organization, then students may seek permission to meet as a noncurricular student organization in accordance with policy JJA-2.

Adopted: 04/11/1991 Revised: 01/27/2007, 02/14/19

File: JJA-2

Student Organizations – Open Forum

In addition to clubs and groups related to the curriculum, students in middle and high schools in this district shall be permitted to organize and conduct meetings of non-curriculum-related student clubs or other groups to pursue specialized activities outside the classroom. Such groups shall not be considered school-sponsored student organizations nor be given all the privileges afforded to school-sponsored organizations.

Students may conduct meetings under this policy on school premises only during non-instructional time so that meetings do not interfere with the orderly conduct of the educational activities of the school. Meetings of noncurricular student groups must be scheduled, organized and conducted within the guidelines established by this policy and accompanying regulations.

For purposes of this policy, "non-instructional time" means time set aside by each school before actual classroom instruction begins or after actual classroom instruction ends. Lunch period is considered "non-instructional time."

Requests for permission to conduct a noncurricular student meeting must originate from a student or groups of students. Persons not attending school in this district, parents, school personnel or any other non-school persons are prohibited from directing, conducting, controlling or regularly attending the activities of a non-curricular student group.

All noncurricular student groups meeting on school premises are required to open membership to all interested and/or eligible students. Fraternities, sororities and/or secret societies shall not receive recognition in any manner under this policy. Attendance at all meetings must be voluntary.

The administration shall develop general guidelines and rules so that students will be informed about the procedure for scheduling meetings and activities, the hours available for meetings and the facilities available for meeting space. Students must request permission for a meeting of a non-curriculum-related group from the principal and submit all scheduling requests to the principal for approval.

A member of the professional staff must attend every meeting or activity scheduled on school premises as a monitor for purposes of general supervision.

Students shall be responsible for ensuring the presence of a faculty monitor prior to every meeting.

Under no circumstances shall the school compel a faculty member or school employee to monitor or attend a meeting of a noncurricular student group if the content of the speech at the meeting is contrary to the beliefs of the school employee.

School employees may be present at religious meetings of a noncurricular group only in a non-participatory capacity.

All forms of hazing shall be prohibited in any group meeting on school premises. No initiation shall be held for any noncurricular student group which will be degrading to the student.

The school district, through the building principal, retains the authority to prohibit meetings which otherwise would be unlawful. Further, nothing in this policy shall be construed to limit the authority of the school to maintain discipline on school premises, to protect the well-being of students and faculty and to insure that attendance at meetings is voluntary. Neither shall anything in this policy be used to imply that the school is sponsoring a noncurricular student group. No public funding or support shall be extended to noncurricular student groups other than an opportunity to meet on school premises.

In providing equal access to school facilities for all noncurricular groups, the district is not expressing any opinion or approval of the subject matter discussed at any meeting nor is it advocating or supporting in any manner the point of view expressed by any student or group meeting as allowed by this policy.

Noncurricular student groups shall not be denied equal access to school facilities solely on the basis of the religious, political, philosophical or other content of any speech at such meetings.

Notice to Students and Parents Regarding the Use of Video Recorders on School Buses

The district has installed video recording equipment on all school buses to monitor school transportation and will be videotaping on bus routes at random during the school year. Each bus has been equipped with a video monitor box in which a video recording device may be installed. Students will not be notified when a recording device has been installed on their bus.

Tapes will be reviewed on a routine basis by the principal, and evidence of student misconduct will be documented. Students found to be in violation of the district's bus conduct rules will be notified and disciplinary action will be initiated under the Board-adopted Code of Conduct and Discipline.

Videotapes will be treated as protected student records under the Family Educational Rights and Privacy Act. The following guidelines will apply:

1. Tapes will remain in the custody of the transportation supervisor.
2. Parents or students who wish to view a videotape in response to disciplinary action taken against a student may request such access under the procedures set forth in policy JRA/JRC-Student Records/Release of Information on Students.
3. Person unrelated to a disciplinary incident will not be permitted to view bus videotapes.

File: JK

Student Discipline

The Board believes that effective student discipline is a prerequisite for sound educational practice and productive learning. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline and socially acceptable behavior. All policies and procedures for handling student discipline problems shall be designed to achieve these broad objectives.

The Board, in accordance with applicable law, has adopted a written student conduct and discipline code based upon the principle that every student is expected to follow accepted rules of conduct and to show respect for and to obey persons in authority. The code also emphasizes that certain behavior, especially behavior that disrupts the classroom, is unacceptable and may result in disciplinary action. The code shall be enforced uniformly, fairly and consistently for all students.

All Board-adopted policies and Board-approved regulations containing the letters "JK" in the file name constitute the discipline section of the legally required code.

The Board shall consult with administrators, teachers, parents, students and other members of the community in the development and review of the conduct and discipline code.

Remedial discipline plans

The principal may develop a remedial discipline plan for any student who causes a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events. The goal of the remedial discipline plan shall be to address the student's disruptive behavior and educational needs while keeping the child in school.

Discipline of habitually disruptive students

Students who have caused a material and substantial disruption on school grounds, in a school vehicle or at a school activity or sanctioned event three or more times during the course of a school year may be declared habitually disruptive students. Any student enrolled in the district's schools may be subject to being declared a habitually disruptive student. Declaration as a habitually disruptive student may result in the student's suspension and/or expulsion in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Distribution of conduct and discipline code

The conduct and discipline code shall be provided to each student upon enrollment in elementary, middle and high school. The district shall take reasonable measures to ensure each student is familiar with the code. Copies shall be posted or kept on file in each school of the district. In addition, any significant change in the code shall be provided to students and posted in each school.

Adopted: 09/26/91; Revised: 08/12/93, 07/18/96, 09/11/97, 07/30/98, 08/10/00, 06/19/03, 10/11/07, 10/06/09, 11/5/12, 08/08/13, 11/13/23

File: JK-R

Student Discipline

Remedial discipline plans

1. The principal may develop a plan for any student who causes a material and substantial disruption in the classroom, on school grounds, in school vehicles or at school activities or events. The goal of the remedial discipline plan shall be to address the student's disruptive behavior and educational needs while keeping the child in school.
2. To develop the plan, the principal will arrange for a meeting with the student, the student's parent/guardian and any members of the staff whom the principal believes should attend.
3. The purpose of the meeting will be to address the reasons for the student's disruptive behavior and to establish goals, objectives and timelines to modify such behavior. A written plan will be prepared which addresses the student's disruptive behavior, educational needs and what steps are necessary to keep the child in school. The plan will include incentives for good behavior and consequences if the student violates the plan.
4. The plan may be written in the form of a contract which the student and the parent/guardian will sign and date.

5. The parent/guardian will be provided a copy of the remedial discipline plan and it will be placed in the student's cumulative file.

Habitually disruptive students

A student may be declared "habitually disruptive" if three or more times during the course of the school year the student causes a material and substantial disruption on school grounds, in a school vehicle or at a school activity or sanctioned event.

1. The principal will inform the superintendent when a student causes a second material and substantial disruption.
2. The student and the parent/guardian will be notified in writing of each disruption which counts toward declaring the student habitually disruptive. The student and parent/guardian will also be notified in writing and by telephone or other oral communication of the definition of "habitually disruptive student."
3. A student who has been declared habitually disruptive shall be suspended and/or expelled in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

Adopted: 09/09/93 Revised: 07/18/96, 10/09/97, 07/30/98, 08/10/00, 10/06/09, 12/06/12, 8/8/13

File: JK*-2

Discipline of Students with Disabilities

Students with disabilities are neither immune from a school district's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their Individualized Education Programs (IEPs), any behavioral intervention plan and this policy.

Nothing in this policy shall prohibit an IEP team from establishing consequences for disruptive or unacceptable behavior as a part of the student's IEP and/or behavioral intervention plan.

Suspensions, expulsions and provision of services

Students with disabilities may be suspended for up to 10 school days in any given school year for violations of the student code of conduct. These 10 days need not be consecutive. During any such suspension, the student shall not receive educational services.

A disciplinary change of placement occurs when a student is removed for more than 10 consecutive school days or subjected to a series of removals that constitute a pattern of removal under governing law.

Upon the eleventh school day of suspension or removal when such suspension or removal does not result in a disciplinary change of placement, educational services shall be provided to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP. School personnel, in consultation with at least one of the student's teachers, shall determine the educational services to be provided to the student during this period of suspension or removal.

When a student is expelled or subject to a removal that results in a disciplinary change of placement, educational services shall be provided as determined by the student's IEP team to enable the student to participate in the general education curriculum, although in another setting, and to progress toward meeting his or her IEP goals.

Prior to expulsion or other disciplinary change in placement, the student's parents shall be notified of the decision to take such disciplinary action and of their procedural safeguards. This notification shall occur not later than the date on which such decision is made.

Manifestation determination

Within 10 school days from the date of the decision to take disciplinary action that will result in a disciplinary change of placement, relevant members of the student's IEP team, including the student's parents, shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents, to determine whether the student's behavior was a manifestation of the student's disability.

The team shall determine: (1) whether the student's conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; and (2) whether the student's conduct in question was the direct result of the school's failure to implement the student's IEP. If the answer to either of these two questions is "yes," the student's behavior shall be deemed to be a manifestation of the student's disability.

Disciplinary action for behavior that is not a manifestation

If the team determines that the student's behavior was not a manifestation of the student's disability, disciplinary procedures shall be applied to the student in the same manner as applied to nondisabled students. As stated above, the student shall receive educational services during the period of expulsion or other disciplinary change of placement.

Within a reasonable amount of time after determining that the student's behavior is not a manifestation of the student's disability, the student may receive, as appropriate, a functional behavioral assessment ("FBA"). In addition, a behavioral intervention plan ("BIP") may be developed for the student, as appropriate. If a BIP has already been developed, the BIP may be reviewed and modified, as appropriate.

Disciplinary action and/or alternative placement for behavior that is a manifestation

If the team determines that the student's behavior is a manifestation of the student's disability, expulsion proceedings or other disciplinary change of placement will be discontinued. However, the student may be placed in an alternative setting for up to 45 school

days as discussed below or the student's placement may be changed for educational reasons as determined by the IEP team or as otherwise permitted by law.

Within a reasonable amount of time after determining that the student's behavior is a manifestation of the student's disability, the student's IEP team shall: (1) conduct an FBA of the student, unless an FBA has already been conducted; and (2) implement a BIP for the student. If a BIP has already been developed, the IEP team shall review it and modify it as necessary to address the student's behavior.

Placement in an alternative setting for 45 school days

School personnel may remove a student with disabilities to an interim alternative setting for not more than 45 school days without regard to the manifestation determination if:

1. the student carried a weapon to school or a school function;
2. the student possessed a weapon at school or a school function;
3. the student possessed or used illegal drugs at school or a school function;
4. the student sold or solicited the sale of a controlled substance at school or a school function;
5. the student inflicted serious bodily injury on another person while at school or a school function; or
6. a hearing officer or court of appropriate jurisdiction so orders.

Such removal to an alternative setting is permissible even if the student's behavior is determined to be a manifestation of the student's disability. The student's IEP team shall determine the educational services to be provided to the student in the alternative setting.

Students not identified as disabled

Students who have not been identified as disabled shall be subjected to the same disciplinary measures applied to students with disabilities if the district had "knowledge" of the student's disability before the behavior that precipitated the disciplinary action occurred.

The district is deemed to have knowledge of the student's disability if:

1. the student's parent has expressed concern in writing to district supervisory or administrative personnel, or the student's teacher, that the student is in need of special education and related services;
2. the student's parent has requested an evaluation; or
3. the student's teacher or other district personnel have expressed specific concerns about the student's pattern of behavior directly to the director of special education or other district supervisory personnel.

If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation will be expedited. Until the evaluation is completed, the student shall remain in the district's determined educational placement, which can include suspension or expulsion.

The district shall not be deemed to have knowledge that the student is a child with a disability if the parent has not allowed an evaluation of the student, or the student has been evaluated and it was determined that he or she is not a child with a disability, or the student was determined eligible for special education and related services, but the parent refused services.

Adopted: 10/09/97 Revised: 11/11/99, 06/08/00, 10/13/05, 11/13/08 Reviewed by Board of Education: 01/11/18

File: JKA

Use of Physical Intervention and Restraint

To maintain a safe learning environment, district employees may, within the scope of their employment and consistent with state law, use physical intervention and restraint with students in accordance with this policy and accompanying regulation. Such actions shall not be considered child abuse or corporal punishment if performed in good faith and in compliance with this policy and accompanying regulation.

Physical intervention

Corporal punishment shall not be administered to any student by any district employee or volunteer, in accordance with state law.

Within the scope of their employment, district employees may use reasonable and appropriate physical intervention with a student, that does not constitute restraint as defined by this policy, to accomplish the following:

1. To quell a disturbance threatening physical injury to the student or others.
2. To obtain possession of weapons or other dangerous objects upon or within the control of the student.
3. For the purpose of self-defense.
4. For the protection of persons against physical injury or to prevent the destruction of property which could lead to physical injury to the student or others.

Under no circumstances shall a student be physically held for more than five minutes unless the provisions regarding restraint contained in this policy and accompanying regulation are followed.

Restraint

For purposes of this policy and accompanying regulation, restraint is defined as any method or device used to involuntarily limit a student's freedom of movement, including but not limited to bodily physical force and seclusion. If property damage may be involved, restraint may only be used when the destruction of property could possibly result in bodily harm to the individual or another person. Restraint shall not include the holding of a student for less than one minute by a district employee for the protection of the student or others and other actions excluded from the definition of restraint in state law.

If a student is physically restrained for a period of time longer than one minute, but less than five minutes, the student's parent(s) are required to be notified. The notice must be given in writing on the same day the restraint occurs, and must include the date of restraint, student's name, and the number of times that day that the student was restrained.

If a student is physically restrained for a period of time longer than five minutes, the school administration shall verbally notify the parent or guardian as soon as possible, but not later than the end of the school day that the restraint was used. Additionally, the school administration shall mail, fax, or e-mail a written report of the incident, including all information required by law, to the parent or legal guardian of the student not more than five calendar days after the use of the restraint on the student.

District employees shall not use restraint as a form of discipline or to control or gain compliance from a student. District employees are also prohibited from restraining a student by use of a prone restraint, mechanical restraint or chemical restraint, as those terms are defined by applicable State Board of Education rules and this policy's accompanying regulation.

If a student is placed in a seclusion room, the student must be continually monitored. The seclusion room must have at least one window to monitor students when the door is closed. If it is not feasible to utilize a room with a window, monitoring by video camera must be possible. The seclusion room must be a safe space free from injurious items and must not be a space used by school staff for offices, storage, or custodial purposes.

Restraint shall only be administered by district employees trained in accordance with applicable State Board of Education rules.

Use of Mechanical or Prone Restraints

The prohibition on the use of mechanical or prone restraints in this policy and accompanying regulation shall not apply to:

1. Certified peace officers or armed security officers working in a school and who meet the legal requirements of C.R.S. 26-20-111 (3); however, no law enforcement officer or armed security official shall use handcuffs on any student unless the student poses an immediate danger to themselves or others or if handcuffs are solely used during a custodial arrest requiring transport.
2. When the student is openly displaying a deadly weapon, as defined in C.R.S. 18-1-901 (3)(e).

Adopted: 09/27/90; Revised: 08/12/93, 08/10/00, 12/14/00, 06/24/10, 11/13/23

File: JKA-R

Use of Physical Intervention and Restraint

A. Definitions

In accordance with the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, the following definitions apply for purposes of this regulation and accompanying policy.

1. "Restraint" means any method or device used to involuntarily limit freedom of movement, including but not limited to bodily physical force, mechanical devices, chemicals and seclusion.
2. "Physical restraint" means the use of bodily, physical force to involuntarily limit an individual's freedom of movement. "Physical restraint" does not include:
 - a. holding of a student for less than one minutes by a staff person for the protection of the student or others;
 - b. brief holding of a student by one adult for the purpose of calming or comforting the student;
 - c. minimal physical contact for the purpose of safely escorting a student from one area to another;
 - d. minimal physical contact for the purpose of assisting the student in completing a task or response.
3. "Mechanical restraint" means a physical device used to involuntarily restrict the movement of a student or the movement or normal function of the student's body. "Mechanical restraint" does not include:
 - a. devices recommended by a physician, occupational therapist or physical therapist and agreed to by a student's IEP team or Section 504 team and used in accordance with the student's Individualized Education Program (IEP) or Section 504 plan;
 - b. protective devices such as helmets, mitts, and similar devices used to prevent self-injury and in accordance with a student's IEP or Section 504 plan;
 - c. adaptive devices to facilitate instruction or therapy and used as recommended by an occupational therapist or physical therapist, and consistent with a student's IEP or Section 504 plan; or
 - d. positioning or securing devices used to allow treatment of a student's medical needs.
4. "Chemical restraint" means administering medication to a student (including medications prescribed by the student's physician) on an as needed basis for the sole purpose of involuntarily limiting the student's freedom of movement. "Chemical restraint" does not include:
 - a. prescription medication that is regularly administered to the student for medical reasons other than to restrain the student's freedom of movement (e.g. Asthma-cort, medications used to treat mood disorders or ADHD, Glucagon); or
 - b. the administration of medication for voluntary or life-saving medical procedures (e.g. EpiPens, Diastat).
5. "Seclusion" means the placement of a student alone in a room from which egress is involuntarily prevented. "Seclusion" does not mean:
 - a. placement of a student in residential services in the student's room for the night; or
 - b. time-out.
6. "Time-out" is the removal of a student from potentially rewarding people or situations. A time-out is not used primarily to confine the student, but to limit accessibility to reinforcement. In time-out, the student is not physically prevented from leaving the designated time-out area and is effectively monitored by staff.
7. "Emergency" means serious, probable, imminent threat of bodily injury to self or others with the present ability to affect such bodily injury. Emergency includes situations in which the student creates such a threat by abusing or destroying property.

8. "Bodily injury" means physical pain, illness or any impairment of physical or mental condition as defined in C.R.S. 18-1-901(3)(c).
 9. "State Board Rules" mean the State Board of Education rules governing the Administration of the Protection of Persons from Restraint Act, 1 CCR 301-45.
 10. "Parent" shall be as defined by the State Board rules.
- B. Basis for use of restraint**
 Restraints shall only be used:
1. In an emergency and with extreme caution; and
 2. After:
 - a. the failure of less restrictive alternatives (such as Positive Behavior Supports, constructive and non-physical de-escalation, and re-structuring the environment); or
 - b. a determination that such alternatives would be inappropriate or ineffective under the circumstances.
 3. Restraints shall never be used as a form of discipline or to control or gain compliance of a student.
 4. School personnel shall:
 - a. use restraints only for the period of time necessary and using no more force than necessary; and
 - b. prioritize the prevention of harm to the student.
- C. Duties related to the use of restraint – general requirements**
 When restraints are used, the district shall ensure that:
1. no restraint is administered in such a way that the student is inhibited or impeded from breathing or communicating;
 2. no restraint is administered in such a way that places excess pressure on the student's chest, back, or causes positional asphyxia;
 3. restraints are only administered by district staff who have received training in accordance with the State Board rules;
 4. opportunities to have the restraint removed are provided to the student who indicates he/she is willing to cease the violent or dangerous behavior;
 5. when it is determined by trained district staff that the restraint is no longer necessary to protect the student or others (i.e. the emergency no longer exists), the restraint shall be removed; and
 6. the student is reasonably monitored to ensure the student's physical safety.
- Additionally, in the case of seclusion, staff shall reintegrate the student or clearly communicate to the student that the student is free to leave the area used to seclude the student.
- D. Proper administration of specific restraints**
1. Chemical restraints shall not be used.
 2. Mechanical and prone restraints shall not be used, except in the limited circumstances permitted by state law and described as exceptions in the accompanying policy.
 3. Physical restraint
 - a. a person administering the physical restraint shall only use the amount of force necessary to stop the dangerous or violent actions of the student.
 - b. a restrained student shall be continuously monitored to ensure that the breathing of the student in such physical restraint is not compromised.
 - c. a student shall be released from physical restraint within fifteen minutes after the initiation of the restraint, except when precluded for safety reasons.
 4. Seclusion
 - a. relief periods from seclusion shall be provided for reasonable access to toilet facilities; and
 - b. any space in which a student is secluded shall have adequate lighting, ventilation and size and shall not be any space used by school staff for storage, custodial purposes, or office space.
 - c. Any space used for student seclusion must have at least one window to monitor students when the door is closed. If an adequate space with a window is not feasible, video camera monitoring must be possible. Continuous monitoring is required throughout the time a student is secluded.
 - d. The space must be a safe space free of injurious items.
- E. Notification requirements**
1. If there is a reasonable probability that restraint might be used with a particular student, appropriate school staff shall notify, in writing, the student's parents, and, if appropriate, the student of:
 - a. the restraint procedures (including types of restraints) that might be used;
 - b. specific circumstances in which restraint might be used; and
 - c. staff involved.
 2. For students with disabilities, if the parents request a meeting with school personnel to discuss the notification, school personnel shall ensure that the meeting is convened.
 3. The required notification may occur at the meeting where the student's behavior plan or IEP is developed/reviewed.
- F. Documentation requirements**
1. If restraints are used, a written report shall be submitted within one school day to school administration.
 2. The school principal or designee shall verbally notify the parents as soon as possible but no later than the end of the school day that the restraint was used.
 3. If a student is restrained for more than one, but less than five minutes, written notice must be given to the student's parent or legal guardian on the day of the restraint. The written notice shall include the date of restraint, student's name, and the number of times the student was restrained that day.
 4. If a student is restrained for five minutes or more, a written report based on the findings of the staff review required by paragraph G. below shall be e-mailed, faxed or mailed to the student's parent within five calendar days of the use of restraint. The written report of the use of restraint shall include:
 - a. the antecedent to the student's behavior if known;
 - b. a description of the incident;
 - c. efforts made to de-escalate the situation;
 - d. alternatives that were attempted;

- e. the type and duration of the restraint used;
 - f. injuries that occurred, if any; and
 - g. the staff present and staff involved in administering the restraint.
- 5. A copy of the written report on the use of restraint shall be placed in the student's confidential file.
- G. Review of specific incidents of restraint
 - 1. The district shall ensure that a review process is established and conducted for each incident of restraint used. The purpose of this review shall be to ascertain that appropriate procedures were followed and to minimize future use of restraint.
 - 2. The review shall include, but is not limited to:
 - a. staff review of the incident;
 - b. follow up communication with the student and the student's family;
 - c. review of the documentation to ensure use of alternative strategies; and
 - d. recommendations for adjustment of procedures, if appropriate.
 - 3. If requested by the district or the student's parents, the district shall convene a meeting to review the incident. For students with IEPs or Section 504 plans, such review may occur through the IEP or Section 504 process.
- H. General review process
 - 1. The district shall ensure that a general review process is established, conducted and documented in writing at least annually. The purpose of the general review is to ascertain that the district is properly administering restraint, identifying additional training needs, minimizing and preventing the use of restraint by increasing the use of positive behavior interventions, and reducing the incidence of injury to students and staff.
 - 2. The review shall include, but is not limited to:
 - a. analysis of incident reports, including all reports prepared pursuant to paragraphs F.1 and F.3 above and including, but not limited to, procedures used during the restraint, preventative or alternative techniques tried, documentation, and follow up;
 - b. training needs of staff;
 - c. staff to student ratio; and
 - d. environmental conditions, including physical space, student seating arrangements and noise levels
- I. Staff training
 - 1. The district shall ensure that staff utilizing restraint in schools are trained in accordance with the State Board rules.
 - 2. Training shall include:
 - a. a continuum of prevention techniques;
 - b. environmental management;
 - c. a continuum of de-escalation techniques;
 - d. nationally recognized physical management and restraint practices, including, but not limited to, techniques that allow restraint in an upright or sitting position and information about the dangers created by prone restraint;
 - e. methods to explain the use of restraint to the student who is to be restrained and to the student's family; and
 - f. appropriate documentation and notification procedures.
 - 3. Retraining shall occur at a frequency of at least every two years.

Approved: 08/10/00 Revised: 12/14/00, 06/24/10, : 8/21/23

File: JKA-E-2

Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion, 1 CCR 301-45, 2620-R-2.07

According to applicable rules of the Colorado State Board of Education, the following represents the process that must be followed when a student or the student's parent/guardian wishes to file a complaint about the use of restraint or seclusion by a district employee.

- 2.07(1) A student or a parent or legal guardian may file a complaint about the use of restraint or seclusion used by an employee or volunteer of a school or charter school of [a] school district or Board of Cooperative Services or any institute charter school by using the procedures established under this section 2.07.
- 2.07(2) Required Content of the Complaint: The Complaint must contain the following information:
 - 2.07(2)(a) A statement that the employee or volunteer has violated a requirement regarding the use of restraints and an identification of the portion of the statute, rule, or regulation alleged to have been violated, if known by the complainant;
 - 2.07(2)(b) The background information and facts on which the Complaint is based that identify persons, actions and/or omissions;
 - 2.07(2)(c) The name and the residential address of the child against whom the alleged violation occurred;
 - 2.07(2)(d) The name of the school that the child was attending when the alleged violation occurred;
 - 2.07(2)(e) A proposed resolution of the problem to the extent known and available to the complainant at the time the Complaint is filed;
 - 2.07(2)(f) The Complaint must allege that the violation(s) set forth in the Complaint occurred not more than one (1) year prior to the date that the Complaint is filed with the Colorado Department of Education (CDE);
 - 2.07(2)(g) The signature and contact information (minimally, address and telephone number) for the complainant; and
 - 2.07(2)(h) Written verification in a cover letter accompanying the Complaint that a complete copy of the Complaint and any attachments have also been mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES, or the Charter School Institute) serving the child.

- 2.07(3) The Complaint, including any attachments, must be mailed, hand-delivered, or delivered by other secure method to the IDEA State Complaints:
IDEA Part B State Complaints Officer
Colorado Department of Education
Exceptional Student Leadership Unit, Dispute Resolution Office
1560 Broadway, Suite 1175
Denver, Colorado 80202
- Additionally, as noted in paragraph 2.07(2)(h) above, a complete copy of the Complaint, including any attachments, must also be mailed, hand-delivered, or delivered by other secure method to the public education agency (i.e. a school district, BOCES or the Charter School Institute) serving the child.
- 2.07(4) Complaints involving children with disabilities
- 2.07(4)(a) If the State Complaints Officer determines that the Complaint alleges a violation of the IDEA or its implementing regulations in 34 CFR Part 300, then the Complaint shall be processed through CDE's IDEA dispute resolution process. In these cases, the State Complaints Officer shall also have the authority to investigate and process a Complaint alleging improper use of seclusion and restraints in accordance with the timelines and procedures outlined in these rules.
- 2.07(4)(b) If the State Complaints Officer determines that the Complaint does not meet the criteria under section 2.07(4)(a), he or she shall refer the Complaint to the Restraint Complaints Officer (RCO) within five (5) calendar days of receiving the Complaint and shall notify the complainant in writing of this referral.
- 2.07(4)(c) Nothing in this subsection shall require the complainant to submit an additional Complaint directly to the RCO.
- 2.07(5) The Complaint shall be considered properly filed with the Department when it is received in CDE's Dispute Resolution Office and satisfies paragraph 2.07(2) above. A Complaint, once filed, will not be accepted for investigation if the CDE does not have jurisdiction (i.e., authority) to investigate; or if the Complaint does not set forth sufficient grounds on which to grant relief.
- 2.07(6) Within ten calendar (10) days of receipt of the Complaint, the RCO shall decide to accept or reject the Complaint for investigation and notify the complainant in writing. If the Complaint was sent via mail, the RCO's decision shall be postmarked by the 10th day. If the Complaint is accepted, the RCO shall:
- 2.07(6)(a) Notify the complainant of receipt and acceptance of the Complaint;
- 2.07(6)(b) Notify, by certified or overnight mail, the public education agency of each and every allegation contained in the Complaint together with a complete copy of the Complaint; and
- 2.07(6)(c) Initiate an investigation concerning the allegations contained in the Complaint.
- 2.07(7) Complaint Timelines:
- 2.07(7)(a) Response: Within fifteen (15) calendar days of receiving the RCO's notification of the Complaint, the public education agency may file a Response to the Complaint allegations and provide information which it deems necessary or useful for the RCO to consider in conducting a thorough investigation. If the public education agency fails to timely respond to an allegation, the RCO may, in his/her sole discretion, deem the allegation admitted.
- The Response is due by 5:00 p.m. on the date due. The public education agency shall provide any written Response to the RCO and also a complete copy of the Response, including any attachments, to the complainant unless doing so would violate relevant laws regarding confidentiality. The public education agency shall provide the RCO with a legible copy of the written tracking receipt which verifies that a complete copy of the Response, including any attachments, was sent by certified or overnight mail to the complainant.
- 2.07(7)(b) Reply: Within ten (10) calendar days of delivery of the response, the complainant may file a written Reply to the Response, including any attachments, in support of his/her position. The complainant shall provide any written Reply to the RCO at the address identified in paragraph 2.07(3), above, and also provide the RCO by 5:00 p.m. on the date due with written verification that a complete copy of the Reply, including any attachments, was also mailed or hand-delivered to the public education agency.
- The Response and Reply must be delivered by 5:00 p.m. on the date due to the office of the RCO and not merely postmarked by the due date. If the Response or Reply is untimely, the RCO may, within his or her sole discretion, refuse to consider the late document.
- 2.07(7)(c) Timeline Extensions: If the RCO finds that exceptional circumstances exist with respect to a particular Complaint, the RCO may, in his or her sole discretion, extend for a reasonable period of time, any of the timelines set forth in these Complaint procedures. Any request and extension of a timeline must occur prior to expiration of the timeline and shall be documented in a written order issued by the RCO prior to the expiration of the timeline and mailed to the parties. The RCO does not have authority to extend the regulatory statute of limitations of one (1) year described in Section 2.07(2)(f) above.
- 2.07(7)(d) If one or more due dates in the process fall on a weekend or a state holiday, the due date shall be the next calendar day following a weekend or state holiday if the due date is on a weekend or state holiday.
- 2.07(8) Complaint Investigations:
- 2.07(8)(a) The Complaint investigation may include, but is not limited to: an onsite investigation; request(s) that the complainant or public education agency provide additional information; and request(s) to review records in the possession of either party.
- 2.07(8)(b) Any time after a Complaint is filed and before the Complaint is resolved, the RCO may recommend a public education agency to undertake immediate action in an extraordinary situation when it is imperative to do so in order to protect the rights, health or safety of any student.

- 2.07(8)(c) The CDE, through the RCO, shall have sixty (60) calendar days from the date of receipt of the properly filed Complaint, to resolve the Complaint. The parties may mutually agree to extend the sixty (60) calendar day time limit in order to engage in voluntary mediation. Any extension of the Decision due date will be set by the RCO to a date certain as per section 2.07(7)(c), above.
- 2.07(9) Complaint Resolution:
- 2.07(9)(a) The RCO shall issue a written decision which details the findings of fact and conclusions of law unless the issues have been previously resolved. Based upon a finding that a public education agency has failed substantially to comply with state laws and regulations for the use of restraint, the RCO will, as part of the resolution of the Complaint, make recommendations to the public education agency of remedial actions that may be taken in order to come into compliance with applicable law and regulations, (e.g., technical assistance and training activities).
- 2.07(9)(b) The RCO shall have no authority to require corrective action by the public education agency, including but not limited to compensatory education for the child who is the subject of the complaint, monetary reimbursement or attorney fees.
- 2.07(9)(c) The decision of the RCO shall be final.

Approved: 02/08/2018

File: JKBA

Disciplinary Removal from Classroom

It is the policy of the Board to maintain classrooms in which student behavior does not interfere with the ability of the teacher to teach effectively or the ability of other students to participate in classroom learning activities.

Students shall be expected to abide by the code of conduct adopted by the Board and any other appropriate classroom rules of behavior established by the building principal and/or classroom teacher for the purpose of maintaining order and a favorable academic atmosphere. Any student who violates the code of conduct or other classroom rules may be subject to removal from class and/or disciplinary action. Upon the third formal removal from class, a teacher may remove the student from the teacher's class in accordance with this policy, its accompanying regulation and applicable law.

Student removal from class is a serious measure and should not be imposed in an arbitrary, casual or inconsistent manner. Behavioral expectations are always more constructive and more likely to be followed when they are communicated as clearly as possible to students. However, it is neither possible nor necessary to specify every type of improper or inappropriate behavior, or every circumstance that would justify removal from class under this policy. Teachers are expected to exercise their best professional judgment in deciding whether it is appropriate to remove a student from class in any particular circumstance. All instances of formal removal from class shall be documented.

A teacher is authorized to immediately remove a student from the teacher's classroom if the student's behavior:

1. violates the code of conduct adopted by the Board;
2. is dangerous, unruly, or disruptive; or
3. seriously interferes with the ability of the teacher to teach the class or other students to learn.

A student with a disability may be removed from class and placed in an alternative educational setting only to the extent authorized by state and federal laws and regulations.

Removal from class under this policy does not prohibit the district from pursuing or implementing additional disciplinary measures, including but not limited to detentions, suspensions, or expulsions for the conduct or behavior for which the student was removed, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

The superintendent is directed to establish procedures to implement this policy so that removals from a classroom occur in a consistent manner throughout the district. Parents/guardians shall be notified of the student's removal from class in accordance with established procedures.

Adopted: 10/10/00 Revised: 11/5/12, 8/8/13

File: JKBA-R

Disciplinary Removal from Classroom

Staff, including administrators and teachers, must use their training, experience and authority to create schools and classes where effective learning is possible. Students should be able to attend school and classes as free as reasonably possible from unnecessary and unwarranted distraction and disruption. Such behavior interferes with the classroom environment and will not be tolerated.

A student who engages in classroom conduct or behavior prohibited by the code of conduct may be removed from class by a teacher and placed temporarily in an alternative setting in accordance with these procedures and consistent with state and federal law.

For purposes of this policy and procedure, a "class" includes regular classes, special classes, resource room sessions, labs, study halls, library time, school assemblies and other such learning opportunities taught or supervised by a teacher. "Teacher" means a person holding a teaching license or authorization issued by the state who is employed to instruct, direct or supervise the instructional program. It does not include substitute teachers as defined in state law.

Informal removal to the principal's office

An informal removal from class occurs when a student breaks one or several classroom rules in a class period or during the school day. The teacher may remove a student by using approved discipline management techniques such as having the student stand in the hall outside the door or some other safe "time out" environment either in or out of the classroom, or sending the student to the principal's office for a short period of time. Generally, the student will be allowed to return to his or her classroom later the same day. The procedures set forth below do not apply to an informal removal from class.

Formal removal from class

A teacher may formally remove a student from class for the following conduct or behavior:

1. Conduct that is prohibited in the student code of conduct. A teacher's decision to remove a student from class for behavior covered by board policies regarding suspension and expulsion may, but does not necessarily, mean that the student will also be suspended and/or expelled.
2. Disruptive, dangerous, or unruly behavior. The following behavior, by way of example and without limitation, may be determined to be disruptive, dangerous, or unruly:
 - a. Inappropriate physical contact intended or likely to hurt, distract, or annoy others such as hitting, biting, pushing, shoving, poking, pinching, or grabbing;
 - b. Inappropriate verbal conduct intended or likely to upset, distract, or annoy others such as name calling, teasing, or baiting;
 - c. Behavior that may constitute sexual or other harassment;
 - d. Repeated or extreme inappropriate verbal conduct likely to disrupt the educational environment, particularly when others are talking (e.g., lecture by teacher, response by other student, presentation by visitor) or during quiet study time;
 - e. Throwing any object, particularly one likely to cause harm or damage such as books, pencils, scissors, etc.;
 - f. Inciting other students to act inappropriately or to disobey the teacher or school or class rules, including without limitation, inciting others to walk out;
 - g. Destroying or damaging the property of the school, the teacher or another student; or
 - h. Loud, obnoxious, or outrageous behavior.
3. Conduct that otherwise interferes with the ability of the teacher to teach effectively. Students are required to cooperate with the teacher by listening attentively, obeying all instructions promptly, and responding appropriately when called upon. A student's noncompliance may, in turn, distract others either by setting a bad example or by diverting the class from the lesson to the student's inappropriate behavior. By way of example and without limitation, this behavior includes:
 - Open defiance of the teacher, manifest in words, gestures, or other overt behavior;
 - Open disrespect of the teacher, manifest in words, gestures, or other overt behavior; or
 - Other behavior likely or intended to sabotage or undermine classroom instruction.

Procedures to be followed for formally removing a student from class

Unless the behavior is extreme as determined by the teacher, a teacher shall warn a student that continued misbehavior may lead to removal from class. When the teacher determines that removal is appropriate, the teacher **shall** take one of the following courses of action:

1. Instruct the student to go to the main office. Unless prevented by the immediate circumstances, the teacher shall send a note with the student stating the reason for the student's removal and call the building principal's office.
2. Obtain coverage for the class and escort the student to the main school office. The teacher shall inform the building principal or designee of the reason for the student's removal from class.
3. Seek assistance from the main school office or other available staff. When assistance arrives, the teacher or the other staff member should accompany the student to the main office. The principal or designee shall be informed of the reason for the student's removal.

Within 24 hours of the student's removal from class, the teacher shall submit to the building principal or designee a short and concise written explanation of the basis for the student's removal from class.

Notice to parent/guardian

As soon as practicable, the building principal or designee shall notify the student's parent/guardian, in writing, that the student was removed from class. The written notice shall specify the class from which the student was removed, the duration of the removal, and the basis for the removal as stated by the teacher. The notice shall provide an opportunity for the parent/guardian to attend a student-teacher conference regarding the removal. If the student's removal from class is also subject to disciplinary action (i.e., suspension or expulsion) for the particular classroom misconduct, the student's parent/guardian shall also be notified of the disciplinary action in accordance with legal and policy requirements.

Placement procedures

Each building principal shall designate a room or other suitable place in the school to serve as the short-term removal area.

When the student arrives at the main office, the building principal or designee shall give the student an opportunity to briefly explain the situation. If the building principal or designee is not available immediately upon the student's arrival, the student will be taken to the designated short-term removal area and the principal or designee will speak to the student as soon as practicable.

At the discretion of the building principal or designee, the student may be placed in another appropriate class, program or educational setting, provided students are supervised in such alternative setting.

Students placed in the short-term removal area shall be supervised. During their time of placement, students are expected to do work of an academic nature. If possible, such work shall be related to the work in the class from which the student was removed or may be related to the student's misconduct. In no event shall a student's time in the short-term removal area be recreation or other free time.

In most cases, a student shall remain in the short-term removal area for the duration of the class from which he or she was removed. Prior to allowing the student to resume his or her normal schedule, the building principal or designee shall speak to the student to determine whether the student is, or appears to be, ready and able to return to class without recurrence of the behavior for which the student was removed. In the event it is not deemed appropriate to return the student to regular classes, the building principal or designee may consider a different placement option.

Behavior plan

The principal or designee and teacher shall consider whether a behavior plan should be developed for the student upon the student's first removal from class. The behavior plan will be similar, if not the same, as a remedial discipline plan developed for disruptive students in accordance with Policy JK. A behavior plan shall be developed and implemented after the teacher formally removes a student from class for the second time and must be developed and implemented before a student may be removed from class for the remainder of the term of the class.

Removal for remainder of term

Upon the third formal removal from class, a student may be officially removed from the teacher's class for the remainder of the term. The principal shall be responsible for determining the appropriate educational placement of the student, which may or may not be another section of the same class, depending on a variety of circumstances. The principal's decision regarding placement is final.

Once a student is officially removed from class, a loss of credit may occur if the principal determines that it would be too disruptive to enroll the student in another class after the start of the term.

Review by principal

The principal is required to collect data pertaining to the number of students who are removed from class during the year. This information will be reported to the public on the safety section of the school report card. While there are a variety of factors to consider when analyzing this data, an unusually high number of formal documented student removals from any one teacher may be cause for concern. The principal shall review this data with teachers at least annually.

A student may be removed from a classroom by a teacher only in accordance with the requirements of this regulation and accompanying policy and the applicable provisions of state and federal law. All teacher actions under this regulation shall be subject to evaluation and supervision by the teacher's supervisor as provided in Board policies and procedures.

Approved: 10/10/2000 Revised: 11/5/2012, 8/8/13

File: JKD/JKE

Suspension/Expulsion of Students (and Other Disciplinary Interventions)

The Board of Education shall provide due process of law to students through written procedures consistent with law for the suspension or expulsion of students and the denial of admission. (See JKD/JKE-R.) In matters involving student misconduct that may or will result in the student's suspension and/or expulsion, the student's parent/guardian shall be notified and involved to the greatest possible extent in the disciplinary procedures.

Proportionate disciplinary interventions and consequences shall be imposed to address the student's misconduct and maintain a safe and supportive learning environment for students and staff.

The Board and its designee(s) shall consider the following factors in determining whether to suspend or expel a student:

1. the student's age;
2. the student's disciplinary history;
3. the student's eligibility as a student with a disability;
4. the seriousness of the violation committed by the student;
5. the threat posed to any student or staff;
6. the likelihood that a lesser intervention would properly address the violation; and
7. whether excluding the student from school is necessary to preserve the learning environment.

For a student in preschool, kindergarten, first grade, or second grade, the Board and its designee(s) also shall determine that failure to remove the student from the school building through suspension and/or expulsion would create a safety threat that otherwise cannot be addressed, and shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the student.

Other disciplinary interventions

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to: detention, in-school suspension, counseling, participation in the district's positive behavioral intervention support (PBIS) program, peer mediation, or other approaches to address the student's misconduct that do not involve an out-of-school suspension or expulsion and minimize the student's exposure to the criminal and juvenile justice system. [See, C.R.S. 22-32-109.1 (2)(a)(II).]

As another intervention and alternative to suspension, the principal or designee may permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations.

This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

Nothing in this policy shall limit the Board's and its designees' authority to suspend and/or expel a student as deemed appropriate by the Board and its designees. The decision to suspend and/or expel a student instead of providing an alternative to suspension or

expulsion or the failure of an intervention to remediate the student's behavior shall not be grounds to prevent the Board and its designees from proceeding with appropriate disciplinary measures, including but not limited to suspension and/or expulsion.

Delegation of authority

1. Students in third grade and higher grade levels: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in third grade and higher grade levels in that school for not more than five school days on the grounds stated in C.R.S. 22-33-106 (1)(a), (1)(b), (1)(c) or (1)(e) or not more than 10 school days on the grounds stated in C.R.S. 22-33-106 (1)(d) unless expulsion is mandatory under law (see JKD/JKE-E)-

Students in preschool through second grade: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in preschool, kindergarten, first grade, or second grade in that school for not more than three school days on the grounds stated in C.R.S. 22-33-106.1 (2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law (see JKD/JKE-E).

2. The Board of Education delegates to the superintendent of schools the authority to suspend a student, in accordance with C.R.S. 22-33-105 and 22-33-106.1 (3), for an additional 10 school days plus up to and including an additional 10 days necessary in order to present the matter to the Board, but the total period of suspension shall not exceed 25 school days.
3. Unless otherwise determined by the Board, the Board of Education delegates to the superintendent of schools the authority to deny admission to or expel for any period not extending beyond one year any student whom the superintendent, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the district. The superintendent shall render a written opinion that imposes or refrains from imposing disciplinary action in the expulsion matter within five business days after the hearing.

The superintendent shall report on each case acted upon at the next meeting of the Board, briefly describing the circumstances and the reasons for action taken. Such denial of admission or expulsion by the superintendent shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented, arguments relating to the decision and questions of clarification from the Board.

Expulsion for unlawful sexual behavior or crime of violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The information shall be used by the Board of Education to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Board shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with this policy.

The Board may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the district to provide an alternative educational program for the student as specified in state law.

Adopted: 11/22/77, Revised: 08/12/92, 08/25/94, 09/11/97, 07/30/98, 08/10/00, 10/06/09, 11/05/12, 08/08/13, 04/16/20, 11/13/23

File: JKD/JKE-R

Suspension/Expulsion of Students (Hearing Procedures)

A. Procedure for suspension of 10 days or less

Through written policy the Board of Education has delegated to any school principal the power to suspend a student for not more than three, five or ten school days, depending upon the grade of the student and type of infraction. Pursuant to policy JKD/JKE, the superintendent has been delegated the power to suspend a student for additional periods of time. However, the total period of suspension will not exceed 25 school days. As a general rule, a suspension will be three school days or less for students in preschool through second grade, and ten school days or less for students in third grade and higher grade levels.

The following procedures shall be followed in any suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures shall apply.

When the term "parent/guardian" is used, it refers to the parent/guardian of students under 18 years of age; if the student is 18 years or older, it refers to the student. All references to parent/guardian are intended to also include legal custodian.

1. **Notice.** The principal, designee or the superintendent at the time of contemplated action will give the student and the parent/guardian notice of the contemplated action. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may be by United States mail addressed to the last known address of the student or student's parent/guardian.

2. **Contents of notice.** The notice will contain the following basic information:

- a. A statement of the charges against the student.
- b. A statement of what the student is accused of doing.
- c. A statement of the basis of the allegation. Specific names may be with-held if necessary.

This information need not be set out formally but should sufficiently inform the student and parent/guardian of the basis for

the contemplated action.

3. **Informal hearing.** In an informal setting, the student will be given an opportunity to admit or deny the accusation and to give their version of the events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator may hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.
4. **Timing.** The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of the informal hearing.
5. **If the student's presence in school presents a danger.** Notice and an informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student's removal as practicable.
6. **Notification following suspension.** If a student is suspended the administrator delegated the authority to suspend will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the administrator to review the suspension.
7. **Removal from school grounds.** A suspended student must leave the school building and the school grounds immediately after the parent/guardian and administrator have determined the best way to transfer custody of the student to the parent/guardian.
8. **Readmittance.** No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action.
9. **Make-up work.** Suspended students will be provided an opportunity to make up school work up to a grade of "C" during the period of suspension, so the student is able to reintegrate into the educational program of the district following the period of suspension.

B. Procedure for expulsion or denial of admission

In the event the Board of Education contemplates action denying admission to any student or prospective student or expelling any student, the following procedures shall be followed:

1. **Notice.** Not less than 10 days prior to the date of the contemplated action, the Board of Education or an appropriate administrative officer of the district will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian. Such delivery may be by United States mail addressed to the last known address of the student or the student's parent/guardian.
2. **Emergency Notice.** In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student or the student's parent/guardian have actual notice of the hearing prior to the time it is held.
3. **Contents of Notice.** The notice will contain the following basic information:
 - a. A statement of the basic reasons alleged for the contemplated denial of admission or expulsion.
 - b. A statement that a hearing on the question of expulsion or denial of admission will be held if requested by the student or parent/guardian within 10 days after the date of the notice.
 - c. A statement of the date, time and place of the hearing in the event one is requested.
 - d. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant and that the student may be accompanied and represented by a parent/guardian and an attorney.
 - e. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.
4. **Records.** At least two business days in which school is in session prior to the expulsion hearing, all records intended to be used as supporting evidence must be provided to the student or their parent/guardian. If a record is discovered afterwards, the record must be provided to the student or their parent/guardian as soon as possible.
5. **Conduct of hearing.** A hearing may be requested by the parent/guardian. Such hearing will be conducted by the superintendent, unless the superintendent was involved in investigating or reporting an incident that led to the hearing. In such a case, the superintendent will delegate their ability to conduct the hearing to a designee who was not involved in investigating or reporting such an incident. The hearing may be conducted in open session or may be closed except to those individuals deemed advisable by the superintendent but including in all events the student, the parent/guardian and, if requested, the student's attorney. Such individuals as may have pertinent information will be admitted to a closed hearing to the extent necessary to provide such information.

During the hearing, the district will have the burden of proving by a preponderance of the evidence that the student has violated one of the grounds for expulsion in the school district's policy and state law. Testimony and information may be presented under oath. However, technical rules of evidence will not be applicable, and the superintendent may consider and give appropriate weight to such information or evidence he or she deems appropriate. The student's written statement, if any, may be presented as evidence in accordance with applicable law. The student or representative may question individuals presenting information.

A sufficient record of the proceedings shall be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

The superintendent will prepare specific factual findings, issue a written decision within five business days after the hearing, and provide the written decision to the student or parent/guardian.

6. **Appeal.** Within 10 business days after the decision of the superintendent, the student may appeal the decision to the Board. Failure to request an appeal within 10 days will result in a waiver of the right to appeal and the superintendent's decision will become final.

If an appeal is properly requested, the Board will review the record concerning the expulsion or denial of admission. The record includes notices and other documents concerning the challenged action, the transcript of the testimony, if any, the hearing exhibits, the findings and recommendation of the superintendent, the superintendent's written decision, and other documents concerning the challenged action. The student may be represented by counsel at the appeal. Representatives of the district and the parents may make brief statements to the Board, but no new evidence may be presented unless such evidence was not reasonably discoverable at the time of the hearing. Members of the Board may ask questions for purposes of clarification of the record.

The Board will make a final determination regarding the expulsion of the student and will inform the student and his parent/guardian of the right to judicial review.

7. **Information to parents.** Upon expelling a student, district personnel shall provide information to the student's parent/guardian concerning the educational alternatives available to the student during the period of expulsion, including the right to request that the district provide services during the expulsion. If the parent/guardian chooses to provide a home-based education program for the student, district personnel will assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent/guardian.

If a student is expelled and is not receiving educational services through the district, the school district shall contact the expelled student's parent/guardian at least once every 60 days until the student is eligible to re-enroll to determine whether the child is receiving educational services. District personnel need not contact the parent/guardian after the student is enrolled in another school district or in an independent or parochial school, or if the student is committed to the department of human services or sentenced through the juvenile justice system.

8. **Readmittance.** A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:

- a. the expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment or was placed in a diversion program as a result of committing the offense for which the student was expelled;
- b. there is an identifiable victim of the expelled student's offense; and
- c. the offense for which the student was expelled does not constitute a crime against property.

If the district has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

No student will be readmitted to school until after a meeting between the principal or designee and the parent/guardian has taken place except that if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student.

C. Procedure for crimes of violence or unlawful sexual behavior

The following procedures will apply when the district receives notification that a student has been charged in juvenile or district court with a crime of violence or unlawful sexual behavior, as those terms are defined by state law.

1. The Board or its designee will make a preliminary determination whether it will proceed with an expulsion hearing, based on the following factors:
 - a. Whether the student has exhibited behavior that is detrimental to the safety, welfare and morals of other students or school personnel.
 - b. Whether educating the student in school may disrupt the learning environment, provide a negative example for other students or create a dangerous and unsafe environment for students, teachers and other school personnel.
2. If it is determined that the student should not be educated in the schools of the district, the district may suspend or expel the student, in accordance with the procedures set forth above.
3. Alternatively, suspension or expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the suspension or expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program, including but not limited to, an on-line program authorized by state law or a home-based education program will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program will not be considered a period of suspension or expulsion.
4. If the student pleads guilty to the charge, is found guilty or is adjudicated a delinquent juvenile, the Board or designee may proceed to suspend or expel the student following the procedures set forth in these regulations.
5. Information regarding the details of the alleged crime of violence or unlawful sexual behavior will be used by the Board or its designee for the purposes set forth in this policy, but shall remain confidential unless the information is otherwise available to the public by law.

Adopted: 08/12/93, Revised: 08/25/94, 07/18/96, 09/11/97, 07/30/98, 11/11/99, 09/09/04, 10/06/09, 11/5/12, 04/16/20, 11/13/23

File: JKD/JKE-E

Grounds for Suspension/Expulsion

According to Colorado Revised Statutes 22-33-106 (1) (a-g), 22-33-106.1, and 22-12-105 (3), the following may be grounds for suspension or expulsion from a public school:

1. Continued willful disobedience or open and persistent defiance of proper authority.
2. Willful destruction or defacing of school property.
3. Behavior on or off school property which is detrimental to the welfare, health, or safety of other pupils or of school personnel

including behavior which creates a threat of physical harm to the child or other children.

4. Declaration as a habitually disruptive student.
 - a. For purposes of this paragraph, "habitually disruptive student" means a child who has caused a material and substantial disruption three times during the course of the school year on school grounds, in a school vehicle or at school activities or events. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.
 - b. The student and the parent, legal guardian, or legal custodian shall have been notified in writing of each disruption counted toward declaring the student as habitually disruptive and the student and parent, legal guardian, or legal custodian shall have been notified in writing and by telephone or other means at the home or the place of employment of the parent or legal guardian of the definition of "habitually disruptive student."
5. The use, possession or sale of a drug or controlled substance.
6. The commission of an act which if committed by an adult would be robbery pursuant to Part 3, Article 4, Title 18, C.R.S. or assault pursuant to Part 2, Article 3, Title 18, C.R.S. other than the commission of an act that would be third degree assault under C.R.S. 18-3-204 if committed by an adult.
7. Possessing a dangerous weapon without the authorization of the school or school district.

NOTE: In accordance with federal law, expulsion shall be mandatory and for no less than one full calendar year for a student who is determined to have brought to or possessed a firearm at school. The superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification shall be in writing.

For purposes of this paragraph, "dangerous weapon" means:

- a. A firearm.
 - b. Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
 - c. A fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife or a pocket knife with a blade longer than three and one-half inches.
 - d. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.
8. Repeated interference with a school's ability to provide educational opportunities to other students.
 9. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property without the authorization of the school or school district.
 10. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.

According to C.R.S. 22-33-106 (2), subject to the district's responsibilities under the Exceptional Children's Education Act and applicable federal law (see policy JK*-2, Discipline of Students with Disabilities), the following shall be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program:

1. Physical or mental disability such that the child cannot reasonably benefit from the programs available.
2. Physical or mental disability or disease causing the attendance of the child suffering therefrom to be inimical to the welfare of other students.

Approved: 10/14/02, Revised: 08/21/03, 10/06/09, 11/5/12, 04/16/20

File: JKD/JKE-2

Suspension/Expulsion of Handicapped Students

Special education students are neither immune from a school district's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students.

A special education student may be temporarily suspended from school if exclusion is warranted because of the student's disruptive activities and/or actions which present a physical danger to himself, other students, school personnel or school property.

A special education student whose behavior is determined to be a manifestation of his handicap may not be expelled but shall have his individual education plan (IEP) reviewed by the appropriate IEP team. The team shall review the IEP for appropriateness of services and the need for a more restrictive or alternate placement.

A special education student whose behavior creates a threat of physical harm to himself or other students may not be expelled if the actions creating the threat are a manifestation of his handicap. However, the student shall be removed from the classroom to an appropriate alternative setting within the district for a length of time which is consistent with federal law. Within 10 days, the school in which the student is enrolled shall arrange for a re-examination of his IEP to amend the plan as necessary to insure that the needs of the student are addressed in a more appropriate manner or setting which is less disruptive to other students.

Legal counsel and the special education director shall be consulted prior to consideration of expulsion of a special education student for misbehavior that is not related to his handicapping condition.

Adopted: 09/27/90 Revised: 08/12/93

File: JKD/JKE-2-R

Student Suspension/Expulsion (Handicapped Students)

Special education students who engage in disruptive activities and/or actions dangerous to themselves or others may be suspended from school by the principal following Board policies for all students.

Following each such suspension, the principal shall contact the director of special education.

Such suspensions must be for a definite period of time, not longer than 10 days. Such suspensions shall not be considered a change of placement.

Prior to a student's return from suspension, the special education placement team will hold a review of the student's Individual Educational Plan (IEP) to determine its appropriateness and the need for a more restricted or alternate placement. Repeated suspension may not be used as a device to change a student's placement without the procedural safeguards provided in federal law.

In extreme cases in which the district and the parents disagree about the placement of a disruptive special education student, the Board of Education may seek a court injunction allowing the district to place the student over the parents' objection.

None of the above procedures shall prohibit an IEP team from establishing consequences for disruptive or unacceptable behavior as part of the student's IEP. The plan shall be subject to all procedural safeguards established by the IEP process.

Approved: 09/27/90 Revised: 08/12/93

File: JKG

Expulsion Prevention

It is the belief of the Board that available interventions and prevention services should be explored to help students who are at risk of expulsion before expulsion becomes a necessary consequence. The principal of each school shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who are truant, who have been or are likely to be declared habitually truant, or who are likely to be declared habitually disruptive.

The district, working with the student's parent/guardian, shall provide students who are identified as at risk of suspension or expulsion with a plan to provide necessary support services to help them avoid expulsion. Services may include:

1. educational services (tutoring, alternative educational programs or career and technical education programs that provide instruction in the academic areas of reading, writing, mathematics, science and social studies)
2. counseling services
3. drug or alcohol addiction treatment programs, and/or
4. family preservation services.

In some cases, a remedial discipline plan may be the means by which various intervention and prevention services are identified and made available to a student. Support services may be provided through agreements with appropriate local governmental agencies, appropriate state agencies, community-based organizations and institutions of higher education.

The failure of the school district to identify a student for participation in an expulsion prevention program or the failure of such program to remediate a student's behavior shall not be grounds to prevent school personnel from proceeding with appropriate disciplinary measures including but not limited to suspension and/or expulsion.

Adopted: 09/10/88 Revised: 08/10/00, 11/13/08, 10/06/09, 12/06/12, 08/08/13

File: JH

Student Absences and Excuses

One criteria of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

According to state law, it is the obligation of every parent/guardian to ensure that every child under their care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit: (1) satisfy all academic requirements and (2) exhibit good attendance habits as stated in this policy.

Excused absences

The following shall be considered excused absences:

1. A student who is temporarily ill or injured or whose absence has been prearranged. Prearranged absences shall be approved for appointments or circumstances of a *serious nature only* which cannot be taken care of outside of school hours. Any absences over 6 in the first semester or 9 in the second semester will not be excused without a doctor's note or approval by the principal. Parents will be informed when they telephone to excuse the absence that the absence cannot be excused and they need to set up a meeting with the principal to develop a plan to improve attendance as students approach the definition of "chronically absent" or "habitually truant."
2. A student who is absent for an extended period due to physical, mental or emotional disability.
3. A student who is pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
5. A student who is suspended or expelled.

As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical sources.

If a student is in out-of-home placement (as that term is defined by C.R.S. 22-32-138(1)(h)), absences due to court appearances and participation in court-ordered activities shall be excused. The student's assigned social worker shall verify the student's absence was for a court appearance or court-ordered activity.

Unexcused absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence.

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused.

The administration shall develop regulations to implement appropriate penalties. The school administration shall consider the correlation between course failure, truancy and a student dropping out of school in developing these regulations and shall implement research-based strategies to re-engage students with a high number of unexcused absences.

Students and parents/guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. A "habitual truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or ten total days of unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as a "habitual truant."

Chronic absenteeism

When a student has an excessive number of absences, these absences negatively impact the student's academic success. For this reason, a student who has ten or more total absences in a school year, may be identified as "chronically absent" by the principal or designee. Absences due to suspension or expulsion shall not be counted in the total number of absences considered for purposes of identifying a student as "chronically absent."

If a student is identified as "chronically absent," the principal or designee shall develop a plan to improve the student's attendance. The plan shall include best practices and research-based strategies to address the reasons for the student's chronic absenteeism. When practicable, the student's parent/guardian shall participate in the development of the plan.

Nothing herein shall require the principal or designee to identify a student as "chronically absent" prior to declaring the student as a "habitual truant" and pursuing court proceedings against the student and his or her parents/guardians to compel the student's attendance in accordance with state law.

Make-up work

Make-up work will be allowed for all absences with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. However, work made up for unexcused absences can merit no grade higher than a "C." It is the responsibility of the student to pick up any make-up assignments permitted on the day returning to class. There shall be one day allowed for make-up work for each day of absence. A school principal may make exceptions to any provision of this paragraph when unusual circumstances arise.

Tardiness

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, appropriate penalties may be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter the next class. Teachers shall honor passes presented in accordance with this policy. The provisions of this policy shall be applicable to all students in the district, including those above and below the age for compulsory attendance as required by law.

Adopted: 09/24/92 Revised: 08/12/92, 04/07/94, 08/10/99, 03/25/04, 11/16/04, 05/23/07, 11/13/08, 05/27/10, 08/08/13, 03/13/14, 10/03/19

File: JHB

Truancy

If a student is absent without an excuse signed by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. An "habitual truant" shall be defined as a student of compulsory attendance age who has four total days of unexcused absences from school in any one month or 10 total days of unexcused absences during any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as an "habitual truant."

In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.

The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school

personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.

A plan shall be developed for a student who is at risk of being declared habitually truant with the goal of assisting the child to remain in school. When practicable, the student's parent, guardian or legal custodian shall participate with district personnel during the development of the plan. Appropriate school personnel shall make reasonable efforts to meet with the parent, guardian or legal custodian to review and evaluate the reasons for the student's truancy.

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while truant. Penalties may include a warning, school detention or in-school suspension. Out-of-school suspensions or expulsion shall not be imposed for any truancy. In accordance with law, the district may impose academic penalties that relate directly to classes missed while unexcused. Make-up work will be allowed for all absences with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. However, work made up for unexcused absences can merit no grade higher than a "C." It is the responsibility of the student to pick up any make-up assignments on the day returning to class. There shall be one day allowed for make-up work for each day of absence. A school principal may make exceptions to any provision of this paragraph when unusual circumstances arise.

The administration shall develop regulations to implement appropriate penalties for truancy. The school administration shall consider the correlation between course failure, truancy and a student dropping out of school in developing these regulations and shall implement research-based strategies to re-engage students with a high number of truantries.

Adopted: 09/09/93 Revised: 05/11/95, 07/18/96, 10/11/07, 01/28/10, 08/08/13, 03/13/14

File: JEA

Compulsory Attendance Ages

Every child who has attained the age of six years on or before August 1 of each year and is under the age of 17 is required to attend public school with such exceptions as provided by law. It is the parents' responsibility to ensure attendance.

The courts may issue orders against the child, child's parent, or both compelling the child to attend school or the parent to take reasonable steps to assure the child's attendance. The order may require the parent, child, or both to follow an appropriate treatment plan that addresses problems affecting the child's school attendance and that ensures an opportunity for the child to obtain a quality education.

Adopted: Date of manual adoption Revised: 08/12/93, 09/11/97, 05/23/07, 08/21/08, 8/8/13

File: AC

Nondiscrimination/Equal Opportunity

The district is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. It is critical to this commitment that anyone who may have experienced discrimination or harassment in the context of the district's educational programs, activities, or employment can report their concerns without fear of retaliation.

This policy AC and the implementing regulations are designed to foster a climate that provides preventative measures and encourages the reporting of discrimination and harassment and related retaliation. The district administrators will engage in prevention efforts, train the school community, respond to all complaints promptly, provide supportive measures, and develop fair and equitable processes to investigate and address complaints of discrimination and harassment, and related retaliation, and ensure all parties are treated fairly and impartially.

This policy defines prohibited conduct and guides individuals to the specific regulation governing the applicable reporting and response processes. Complaints of harassment or discrimination against a student should be made pursuant to AC-R-1. Complaints of harassment and discrimination against applicants, employees or community members should be made pursuant to AC-R-2. Complaints of bullying against a student based on their membership in a protected class should be made under AC-R-1. Complaints under Title IX should be made under AC-R-3. Supportive measures and prompt response times are required components of all regulations.

Definitions

- **"Bullying"** is any written or oral expression, physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental or emotional harm to another. Bullying is student-on-student behavior. The following policy has more details on the definition of bullying, the prevention process, and the reporting process:
 - Policy JICDE*, Bullying Prevention and Education

If the bullying is based on a student's protected class, the behavior may constitute discrimination or harassment. Bullying based on a student's protected class should be addressed through the following regulation:

- Regulation AC-R-1
- **"Protected classes"** include race, color, gender, sex, sexual orientation, gender identity or expression, transgender status, religion, national origin, immigration/citizenship status, ancestry, age, pregnancy, marital status, veteran status, disability, family composition and genetic information of an employee or applicant for employment.

For purposes of this policy and the implementing regulations:

- **“Race”** includes hair texture, hair type, hair length, or a protective hairstyle, such as braids, locs, twists, tight coils or curls, cornrows, Bantu knots, afros, and headwraps, that is commonly or historically associated with race.
- **“Sexual Orientation”** means an individual’s identity (or another person’s perception of their identity), in relation to the gender(s) to which the individual is sexually or emotionally attracted and the behavior or social affiliation that may result from the attraction.
- **“Gender Expression”** means an individual’s way of reflecting and expressing gender to the outside world, typically demonstrated through appearance, dress, and behavior.
- **“Gender identity”** means an individual’s innate sense of the individual’s own gender, which may or may not correspond with the individual’s sex assigned at birth.
- **“Harassment”** is any unwelcome, physical or verbal conduct or any written, graphic, or visual communication directed at a student, employee, applicant, or member of the public based on their protected class that is objectively offensive to a reasonable individual who is a member of the same protected class, that also:
 - for a student, is either made a term or condition of access to educational services, is used or threatened to be used as a basis for educational decisions affecting the student, interferes with a student’s ability to participate in the district’s educational services, or creates an intimidating, hostile, or offensive educational environment;
 - for an applicant or an employee, is subjectively offensive to the individual alleging harassment, is made a term or condition of employment, is used as a basis for employment decisions affecting the individual, unreasonably interferes with the individual’s work performance, or creates an intimidating, hostile, or offensive working environment;
 - for a member of the community, is subjectively offensive to the individual alleging harassment, and unreasonably interferes with a community member’s ability to participate in the district’s services, activities, or opportunities.

Whether conduct constitutes harassment depends on a number of factors, including, but not limited to:

- the type, frequency, and duration of the conduct;
- the number of individuals involved and their relationships;
- the age and education level of individuals involved;
- the location and context in which the conduct occurred;
- whether the conduct is threatening or any real or perceived power differential exists;
- any use of stereotypes, epithets, slurs, or degrading conduct or communication;
- whether the conduct includes an act of physical violence;
- the effect on the complainant’s education or employment, if applicable.
- **“Discrimination”** occurs when a student or community member is denied or limited in the ability to participate in or benefit from the district’s services, activities, or opportunities on the basis of their protected class. Discrimination also occurs when the district fails or refuses to hire an employee, discharges an employee, or otherwise treats an employee differently with respect to compensation, terms, conditions, privileges, opportunities, or status on the basis of their protected class. Harassment of a student, employee, or community member is a form of discrimination.

The following regulations have more details on harassment and discrimination and the related complaint process:

- AC-R-1 Harassment and Discrimination Investigation Procedure for Students
- AC-R-2 Harassment and Discrimination Investigation Procedure for Employees, Applicants for Employment and Members of the Public
- AC-R-3 Sexual Harassment Investigation Procedures under Title IX
- **“Retaliation”** is intimidating, threatening, coercing, or discriminating against an individual who has reported an incident of harassment, discrimination, or bullying. Retaliation includes charges against a student for code of conduct violations related to the incident for the purpose of punishing a student for making a report or otherwise interfering with a student’s rights under this policy.
- **“Sexual Harassment”** under Title IX is conduct on the basis of sex that could include unwelcome sexual advances, requests for sexual favors, or other unwelcome physical or verbal conduct or communication of a sexual nature. Because Title IX’s definition of sexual harassment is a federal standard, the definitions and procedures differ slightly from sexual harassment under state law. More information on sexual harassment can be found in the following policies and regulation:
 - Policy GBAA, Sexual Harassment [for Staff]
 - Policy JBB, Sexual Harassment [for Students]
 - Regulation AC-R-3, Sexual Harassment Investigation Procedures under Title IX
- **“Respondent”** means a student or employee who has been reported to have engaged in conduct that could constitute harassment.
- **“Complainant”** means a student, employee, or community member alleged to have experienced discrimination or harassment. A complainant may or may not be the reporting party.
- **“Reporting Party”** means a person who raises a concern or allegation of discrimination or harassment on behalf of a complainant with the compliance officer. Any district student, employee, or community member may be a reporting party.
- **“Compliance Officer”** means the district employee who is responsible for coordinating and overseeing the district’s discrimination and harassment prevention and response efforts. Among other responsibilities, the compliance officer will coordinate and oversee the district’s discrimination and harassment investigation, consultation, recordkeeping, monitoring, and

training processes. To facilitate this work, all district employees must inform the compliance officer of all reports and complaints raising discrimination and harassment issues implicating this policy. The compliance officer may appoint a designee to perform any of their assigned duties, including performing the investigation and issuing the report.

- **“Supportive Measures”** are individualized services to restore or preserve equal access to education, protect student and employee safety, or deter harassment and discrimination. Supportive measures may be provided regardless of whether a complaint has been filed. Supportive measures may include, but are not limited to:
 - Counseling;
 - extensions of deadlines or other course-related adjustments;
 - extra time for homework or tests;
 - the opportunity to resubmit homework or retake a test;
 - remedying an impacted grade;
 - excused absences;
 - the opportunity for home instruction;
 - modifications to class schedules; and
 - restrictions on contact between the parties to a complaint of harassment or discrimination.
- **“Title IX Coordinator”** means the employee designated by the district to coordinate its efforts to comply with Title IX of the Education Amendments and the district’s Title IX program.
 - Title IX Coordinator: Leona Holland
59 North Broadway
Monte Vista, CO 81144
Phone: 719-852-5996
Email: Title9Coordinator@monte.k12.co.us

Harassment, Discrimination, and Retaliation Prohibited

Discrimination, harassment, and bullying on the basis of protected class are prohibited at any district school, at any district or school-sanctioned activity or event, on any district property (or off school property when such conduct has a connection to the school), or any district curricular or non-curricular activity or event. Retaliation for reporting harassment or for participating in any way in an investigation of harassment or discrimination is also prohibited.

District Action

The district encourages anyone - students, parents and family members, volunteers, educators, or staff members - who witness bullying, harassment, discrimination, or retaliation to report the conduct by making a complaint in accordance with the appropriate regulation. All school staff who witness or receive complaints of harassment or discrimination are required to promptly share any such complaints with the compliance officer.

The district will take appropriate action to promptly and impartially investigate allegations of discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior, and to prevent retaliation against the individual who files the complaint and/or any person who participates in the investigation. When appropriate, the district will take additional action during the investigation to protect against further discrimination, harassment, or retaliation.

To the extent possible, all complaints of discrimination and harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation may be subject to discipline, up to and including suspension/expulsion for students and termination of employment for employees. No student, employee, or member of the public may be subject to adverse treatment in retaliation for any good faith complaint of harassment or discrimination under this policy.

Upon determining that incidents of discrimination or harassment are occurring in particular district settings or activities, the district will implement measures designed to stop the discrimination or harassment and otherwise remedy the problem in those areas or activities.

Any student or employee who engages in discrimination or harassment will be disciplined according to applicable Board policies and the district will take reasonable action to restore lost educational or employment opportunities to the complainant(s) and others impacted.

The compliance officer will refer any potential criminal charges to law enforcement.

Notice and Training

The district will issue a written notice prior to the beginning of each school year that advises students, parents, employees, and the general public that the educational programs, activities, and employment opportunities offered by the district are offered without regard to disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, marital status, national origin, religion, ancestry, or need for special education services. With respect to employment practices, the written notice will prohibit discrimination on the basis of age, genetic information, and conditions related to pregnancy or childbirth.

The announcement will also include the name, address, email address, and telephone number of the person(s) designated to coordinate Title IX, Section 504, and ADA compliance activities. Where possible, the notice will be disseminated to persons with limited English language skills in the person’s own language. It will also be made accessible to persons who are visually or hearing impaired.

This policy and the implementing regulations, which include the complaint process, must be prominently posted on the district's website in plain language, and made available to all students, parents, and staff through electronic or hard-copy distribution. Training materials regarding sex-based discrimination and sexual harassment are available to the public on the district's website.

Students and district employees will receive periodic training related to recognizing, reporting and preventing discrimination and harassment. District employees must receive additional training related to handling reports of discrimination and harassment.

The training will comply with Colorado state law and will include, but not be limited to, instruction on the following:

- Recognizing harassment or discrimination, including indicators of grooming and child sexual abuse;
- The appropriate immediate response when harassment or discrimination is reported to or witnessed by an employee;
- Reporting harassment or discrimination to the public school or school district.

Adopted: 11/08/84 Revised: 11/11/99, 10/11/07, 11/13/08, 07/19/12, 10/08/20, 12/14/21, 05/06/25

File: AC-R-1

Harassment and Discrimination Investigation Procedures for Students

The district prohibits discrimination against any district student. It is a violation of policy for any student or staff member to harass students, or to retaliate against those who report harassment or discrimination or those who participate in a harassment investigation. For the purposes of this regulation, "harassment" is unwelcome conduct or communication directed at a student based on their protected class, as described in Policy AC, that is objectively offensive to a reasonable individual who is a member of the same protected class. The conduct or communication must meet at least one of the following: (i) submission to the conduct or communication is made a term or condition of access to educational services, (ii) submission to, objection to, or rejection of the conduct or communication is used or threatened to be used as a basis for educational decisions affecting the student; or (iii) the conduct or communication interferes with a student's ability to participate in the district's educational services, or creates an intimidating, hostile, or offensive educational environment.

Harassment under Colorado law also includes the knowing or intentional use of a name other than a student's chosen name, or the refusal to use a student's chosen name. (See Policy ACA).

The district has adopted the below grievance procedures to encourage reporting and ensure that the investigation and resolution of complaints of harassment and discrimination against students are fair, impartial, and prompt.

Allegations of sex-based discrimination or sexual harassment arising under Title IX must follow the procedures specifically outlined in Policy AC-R-3.

Investigation Process

Throughout the investigation, the district will keep information related to the investigation confidential to the extent possible. The investigation will be fair, impartial, and prompt. The district will make a good faith effort to complete an investigation within sixty days after the complaint, with an additional thirty day extension possible for good cause. The compliance officer will attempt to adhere to all timelines. If the compliance officer needs more time with regard to any aspect of the investigation, they will notify the parties in writing as to the reason for the extension.

Promptly after receiving a complaint, the compliance officer will offer the complainant and respondent supportive measures and inform the parties that they may request additional supportive measures throughout the investigation by contacting the compliance officer. If a student with a disability is a party, the compliance officer will collaborate with the student's 504/IEP team to determine appropriate supportive measures and will discuss these options with the student. Supportive measures may include, but are not limited to: counseling; extensions of deadlines or other course-related adjustments; extra time for homework or tests; the opportunity to resubmit homework or retake a test; remedying an impacted grade; excused absences; the opportunity for home instruction; modifications to class schedules; and restrictions on contact between the parties to a report of harassment or discrimination.

During the investigation, all parties will be treated equitably and will be provided equal opportunity to present evidence. Any questions that arise during the investigation should be directed to or forwarded to the compliance officer. The compliance officer will provide regular written updates about the status of the investigation to both parties and their parents/legal guardians at the end of each stage of the investigation, but at least every fifteen business days.

1. Making a Complaint

Any person who witnesses or experiences bullying on the basis of protected class, harassment, discrimination, or retaliation against students are encouraged to report the conduct to school staff by making a complaint with the district's compliance officer.

Any staff member who receives information about an incident or who witnesses harassment, discrimination, or retaliation must report the incident to the compliance officer.

Complaints may be made by phone, by email, in person, or through an online form and should include a detailed description of the alleged event(s), the date(s) the alleged event(s) occurred, and name(s) of the party/parties involved, including any witnesses. The complaint should be made as soon as possible after the incident.

- **Compliance Officer:**

Gabe Futrell
Superintendent of Schools

- **Complaint Form Link:** <https://www.pirates.monte.k12.co.us/sbpolicies>

No person can serve as the compliance officer in a matter in which they have a bias or conflict of interest with regard to the parties and/or the underlying conduct, or if they are alleged to have participated in prohibited conduct. If the compliance officer is alleged to have participated in prohibited conduct, complaints may be made to the following:

- **Board President**

Board President
Monte Vista School District
59 North Broadway
Monte Vista, CO 81144
(719)852-5996

Retaliation against the complainant, respondent, or any person who filed a complaint or participated in an investigation is prohibited. Individuals found to have engaged in retaliatory behavior will be subject to disciplinary measures.

2. **Evaluation by Compliance Officer**

The compliance officer will review the complaint to determine whether the alleged conduct constitutes harassment or discrimination. The compliance officer will refer the matter back to the building principal or appropriate administrative department if the conduct alleged does not implicate a protected class or otherwise fit the characteristics of harassment or discrimination.

The compliance officer will refer any potential criminal charges to law enforcement. Upon the request of law enforcement, the compliance officer will delay action on a complaint for a reasonable amount of time to allow law enforcement to investigate the matter and will notify the parties of the delay. The compliance officer will not rely solely on a criminal investigation by a law enforcement agency in lieu of responding to a report of harassment or discrimination but may consider any evidence shared by law enforcement in making any determinations.

The compliance officer may assign any or all aspects of the investigation to a qualified alternate for any reason, including conflict of interest, bias concerns and/or insufficient capacity due to other matters.

As used in this regulation, the term “compliance officer” refers to the compliance officer or their designee.

3. **Initial Meetings with the Parties**

The following details actions to be taken by the compliance officer upon the determination that the underlying allegations, if proved to be true, constitute harassment or discrimination.

- Initial meeting with Reporting Party, if any, and Complainant:* Within five school days following receipt of the complaint, the compliance officer will meet with the complainant and any reporting party and their parents or guardians.

The purpose of the initial meeting is for the compliance officer to:

- provide the complainant with the information detailed in paragraph (c) below; and
- collect any additional information necessary to complete the complaint and determine whether the allegations, if proven to be true, constitute prohibited discrimination or harassment.

If the compliance officer determines there is no merit to the allegations, the compliance officer may dismiss the complaint and will notify the complainant in writing. If the complaint is dismissed at this stage, the compliance officer may meet with the respondent to advise them of the allegations and offer supportive measures.

If the complainant does not want to proceed with the next steps of the investigation, the compliance officer may elect to proceed with the investigation if necessary to stop any harassment or discrimination and otherwise ensure the safety of the school environment.

- Initial Meeting with Respondent:* As soon as possible after meeting with the complainant and any reporting party, the compliance officer will meet with the respondent and, if this individual is a student, their parents/guardians, in order to obtain a response to the complaint. At the initial meeting, the compliance officer will advise the respondent as to the allegations against them and give the respondent a chance to respond to those allegations.
- Information Provided at the Initial Meetings:* The compliance officer will provide to both the complainant and respondent the same basic information, including:
 - available supportive measures;
 - copies of Board Policy AC and this regulation;
 - timeline for the investigation process and the district’s legal obligations;

- iv. the possibility of resolving the complaint informally upon agreement of all parties;
- v. that the information collected is confidential, so long as confidentiality does not prevent the district from responding effectively to prohibited conduct and preventing future prohibited conduct;
- vi. all parties have a right to have an advisor present during all stages of the investigation; and
- vii. parties will be granted excused absences for any therapy, medical, legal, or victim's services appointment associated with the report.

4. Informal Complaint Resolution

When the compliance officer deems it appropriate, an informal resolution process may be instituted. Informal resolution is not appropriate in all circumstances. It may only be used if both parties are students and both parties agree, with agreement voluntary, non-coerced, and documented in writing. Informal resolution may not be used if the underlying offense involves sexual assault or other act of violence. No party will be forced to participate in informal resolution and either party may request an end to an informal process at any time.

If both parties feel a resolution has been achieved through informal resolution, no further action need be taken to resolve the complaint. However, within seven school days following the conclusion of the informal resolution process, the compliance officer must prepare a written report for the parties detailing the process and any agreed upon corrective or restorative measures provided, including any steps the district will take to prevent future discrimination or harassment. A copy of the report will be shared with the Board of Education.

5. Formal Complaint Resolution

If informal resolution is inappropriate, unavailable, or unsuccessful, the compliance officer will engage in formal complaint resolution.

- a. *Collect Evidence:* The compliance officer will collect evidence. Evidence may be collected by interviews with parties and witnesses, reviewing any available physical or documentary information, requesting written statements, or other appropriate methods at the compliance officer's discretion. Evidence may include, but is not limited to: evidence about the credibility of the parties involved; evidence about whether the respondent has engaged in other incidents of misconduct; evidence of the complainant and respondent's respective reactions or changes in behavior following the incident; and evidence regarding whether the complainant took action to protest the conduct.
- b. *Determination:* No later than fifty school days following receipt of the complaint, the compliance officer must prepare a written report which determines whether discrimination or harassment occurred. The compliance officer will apply the preponderance of the evidence standard, which means that it is more likely than not that the conduct occurred. In making this decision, all relevant circumstances must be considered by the compliance officer, including:
 - i. the degree to which the conduct affected the complainant's ability to participate in or benefit from the school environment;
 - ii. the type, frequency and duration of the conduct, recognizing that a single incident may rise to the level of harassment;
 - iii. the identity of and relationship between the respondent and the complainant;
 - iv. the context of the incident, including school size and location of the incident and/or other incidents at the school;
 - v. whether the conduct was threatening;
 - vi. the use of epithets, slurs or other conduct that is humiliating or degrading;
 - vii. whether the conduct or communication reflects stereotypes about an individual or group of individuals in a protected class;
 - viii. ages and number of respondents and complainants involved;
 - ix. patterns of misconduct of the respondent;
 - x. real or perceived power differentials between the parties;
 - xi. any other relevant circumstances.

The decision must include a written determination regarding responsibility, explain how and why the compliance officer reached the conclusions outlined in the report, detail any supportive measures or disciplinary sanctions already taken, and recommendations for future disciplinary measures.

If the compliance officer is not the superintendent, the compliance officer's report is advisory and must not bind the superintendent or the district to any particular course of action or remedial measure.

If the compliance officer is the superintendent, the report will include the determination of any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

6. Disciplinary Measures and Outcome

As soon as practicable after receiving the compliance officer's findings and recommendations, the superintendent or designee must determine any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

The reporting party or complainant will not be disciplined for any of the following acts, if they are connected to the reported incident: truancy, late arrival, drug or alcohol use, consensual sexual activity, expressing a trauma symptom, unauthorized

access to facilities, reasonable self-defense against the respondent, or talking publicly about the reported harassment or discrimination.

To the extent permitted by federal and state law, all parties, including the parents/guardians of all students involved, must be concurrently notified in writing of the final outcome of the investigation and any corrective or restorative action taken by the district within five school days following the superintendent's determination.

A copy of the compliance officer's report, and any corrective, disciplinary or restorative actions shall be provided to the Board of Education.

Resources

Throughout the investigation, or after the investigation concludes, affected individuals may choose to use the following resources:

National Domestic Violence Hotline: 1-800-799-SAFE (7233)
National Sexual Assault Hotline: 1-800-656-4673

Violence Free Colorado: <https://www.violencefreecolorado.org/>
The Crisis Center 24/7 Hotline: 303-688-8484

Local resources for use by students include:
Monte Vista Police Department 719-852-6161
Rio Grande County Sheriff 719-657-4000

Outside Agencies

In addition to, or as an alternative to, filing a complaint pursuant to this regulation, a person may file a discrimination complaint with the U.S. Department of Education, Office for Civil Rights (OCR); the Federal Office of Equal Employment Opportunity Commission (EEOC); or the Colorado Civil Rights Division (CCRD). The addresses of these agencies are listed below.

Denver Office for Civil Rights (OCR)
U.S. Department of Education
1244 Speer Blvd., Suite 310, Denver, CO 80204-3582
Telephone: 303-844-5695
Fax: 303-844-4303
TTY: 303-844-3417.
Email: OCR.Denver@ed.gov
Federal Office of Equal Employment Opportunity Commission (EEOC)
303 E. 17th Avenue, Suite 410, Denver, CO 80203
Telephone: 800-669-4000
Fax: 303-866-1085
TTY: 800-669-6820
ASL Video Phone: 844-234-5122
Website: <https://publicportal.eeoc.gov/portal/>

Colorado Civil Rights Division (CCRD)
1560 Broadway, Suite 825, Denver, CO 80202
Telephone: 303-894-2997 or 800-886-7675
Fax: 303-894-7830
Email: DORA_CCRD@state.co.us (general inquiries),
DORA_CCRDIntake@state.co.us (intake unit)

Adopted: 09/09/2024 Revised: 05/06/2025

File: AC-R-2*

Harassment and Discrimination Investigation Procedures for Employees, Applicants for Employment and Members of the Public

The district prohibits discrimination against any employee, applicant for employment, and members of the public. It is a violation of policy for any staff member or student to harass employees, applicants for employment, or members of the public, or to retaliate against those who report harassment or discrimination or participate in an investigation of harassment or discrimination. For the purposes of this regulation, "harassment" is any unwelcome conduct or communication directed at an individual because of their protected class, as described in Policy AC. The conduct or communication must be subjectively offensive to the individual alleging harassment and objectively offensive to a reasonable individual who is a member of the same protected class. The conduct or communication must meet at least one of the following: (i) submission to the conduct or communication is explicitly or implicitly made a term or condition of the individual's employment; (ii) submission to, objection to, or rejection of the conduct or communication is used as a basis for employment decisions affecting the individual; or (iii) the conduct or communication has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive working environment.

The below grievance procedures provide for the fair, impartial, and prompt resolution of complaints of harassment or discrimination against employees, applicants for employment and members of the public.

Allegations of sex-based discrimination or sexual harassment arising under Title IX must follow the procedures specifically outlined in Policy AC-R-3.

The procedures detailed herein, when coupled with the training requirements included in Policy AC, are designed to satisfy the statutory requirements for the affirmative defense to claims of harassment brought under C.R.S. 22-34-402.

Investigation Process

Throughout the investigation, the district will keep information related to the investigation confidential to the extent possible. The investigation will be fair, impartial, and prompt. The district will make a good faith effort to complete an investigation within sixty days after the complaint is made, with an additional thirty day extension possible for good cause. The compliance officer will attempt to adhere to all timelines. If the compliance officer needs more time with regard to any aspect of the investigation, they will notify the parties in writing as to the reason for the extension.

All parties will be treated equitably and will be provided equal opportunity to present evidence.

1. Making a Complaint

Any person who witnesses or experiences harassment, discrimination, or retaliation against employees, applicants for employment or community members, is encouraged to report the conduct by making a complaint with the district's compliance officer.

Any staff member who receives information about, witnesses, or experiences harassment, discrimination or retaliation must report the incident to the district's compliance officer.

Complaints may be made by phone, by email, in person, or through an online form and should include a detailed description of the alleged event(s), the date(s) the alleged events occurred, and name(s) of the parties involved, including any witnesses. The complaint should be made as soon as possible after the incident.

Compliance Officer:

Gabe Futrell
Superintendent of Schools
Monte Vista School District
59 North Broadway
Monte Vista, Colorado 81144
(719)852-5996
superintendent@monte.k12.co.us

- **Complaint Form Link:** <https://www.pirates.monte.k12.co.us/sbpolicies>

No person can serve as the compliance officer in a matter in which they have a bias or conflict of interest with regard to the parties and/or the underlying conduct. If the compliance officer is alleged to have participated in prohibited conduct, complaints may be made to the following:

- **Board President :**

Board President
Monte Vista School District
59 North Broadway
Monte Vista, CO 81144
(719)852-5996

Retaliation against the complainant, respondent, or any other person who filed a complaint or participated in an investigation is prohibited. Individuals found to have engaged in retaliatory behavior will be subject to disciplinary measures.

2. Evaluation by Compliance Officer

Before proceeding with the investigation, the compliance officer will review the complaint to determine whether the alleged conduct constitutes potential discrimination or harassment. The compliance officer may refer the matter back to the building principal or appropriate administrative department if the conduct alleged does not implicate a protected class or otherwise fit the characteristics of harassment or discrimination.

The compliance officer will refer any potential criminal charges to law enforcement. Upon the request of law enforcement, the compliance officer will delay action on a complaint for a reasonable amount of time to allow law enforcement to investigate the matter and will notify the parties of the delay. The compliance officer will not rely solely on a criminal investigation by a law enforcement agency in lieu of responding to a report of harassment or discrimination but may consider any evidence collected by law enforcement in making any determinations.

The compliance officer may assign any or all aspects of the investigation to a qualified alternate for any reason, including conflict of interest, bias concerns and/or insufficient capacity due to other matters.

As used in this regulation, the term “compliance officer” refers to the compliance officer or their designee.

3. Initial Meetings with the Parties

The following details actions to be taken by the compliance officer upon the determination that the underlying allegations, if proved to be true, constitute harassment or discrimination.

- a. *Initial meeting with Reporting Party, if any, and Complainant:* Within five school days following receipt of the complaint, the compliance officer will meet with the complainant and any reporting party.

The purpose of the initial meeting is for the compliance officer to:

- i. provide the complainant with the information detailed in paragraph (c) below; and
- ii. collect any additional information necessary to complete the complaint and determine whether the allegations, if proven to be true, constitute discrimination or harassment.

If the compliance officer determines there is no merit to the allegations, the compliance officer may dismiss the complaint and will notify the complainant in writing. If the complaint is dismissed at this stage, the compliance officer may meet with the respondent to advise them of the allegations and offer supportive measures.

- b. *Initial Meeting with Respondent:* As soon as possible after meeting with the complainant and any reporting party, the compliance officer will meet with the respondent and, if this individual is a student, their parents/guardians in order to obtain a response to the complaint. At the initial meeting, the compliance officer will advise the respondent as to the allegations against them and give the respondent a chance to respond to those allegations.
- c. *Information Provided at the Initial Meetings:* The compliance officer will provide to both the complainant and respondent the same basic information, including:
 - i. available supportive measures
 - ii. copies of Board Policy AC and this implementing regulation;
 - iii. timeline for the investigation process and the district's legal obligations;
 - iv. the possibility of resolving the complaint informally upon agreement of all parties;
 - v. that information collected in the investigation is confidential, so long as confidentiality does not prevent the district from responding effectively to prohibited conduct and preventing future prohibited conduct; and
 - vi. all parties have a right to have an advisor present during all stages of the investigation.

4. Informal Complaint Resolution

When the compliance officer deems it appropriate, an informal resolution process may be instituted. The informal resolution process may involve mediation, arbitration, restorative justice, or settlement, but may only be used if both parties are non-students and both parties agree. Agreement must be voluntary, non-coerced, and documented in writing. Informal resolution may not be used if the underlying offense involves sexual assault or other act of violence. No party will be forced to participate in informal resolution and either party may request an end to an informal process at any time.

If both parties feel a resolution has been achieved through informal resolution, no further action need be taken to resolve the complaint. However, within seven school days following the conclusion of the informal resolution process, the compliance officer must prepare a written report for the parties detailing the process and any agreed upon corrective or restorative measures provided, including any steps the district will take to prevent future discrimination or harassment. A copy of the report will be shared with the Board of Education.

5. Formal Complaint Resolution

If informal resolution is inappropriate, unavailable, or unsuccessful, the compliance officer will engage in formal complaint resolution. The compliance officer will proceed as follows:

- a. *Collect Evidence:* The compliance officer will collect evidence, including, but not limited to: statements by any witness to the incident and any available physical or documentary evidence; evidence about the credibility of the parties involved; evidence about whether the respondent has engaged in other incidents of misconduct; evidence of the complainant and respondent's respective reactions or changes in behavior following the incident; and evidence regarding whether the complainant took action to protest the conduct. Evidence may be collected by interviews with parties and witnesses, reviewing information, requesting written statements, or other appropriate ways.
- b. *Determination:* No later than fifty school days following receipt of the complaint, the compliance officer must prepare a written report which determines whether discrimination or harassment occurred.

The compliance officer will apply the preponderance of the evidence standard, which means that it is more likely than not that the conduct occurred. In making this decision, all relevant circumstances must be considered by the compliance officer, including:

- i. the degree to which the conduct affected the complainant's ability to participate in or benefit from the school or work environment;
- ii. the type, frequency and duration of the conduct, recognizing that a single incident may rise to the level of harassment, and that conduct or communication that, at one time, was or is welcome between two or more individuals may become unwelcome to one or more of those individuals;

- iii. the number of individuals engaged in the conduct or communication;
- iv. the identity of and relationship between the respondent and the complainant;
- v. the location of the incident and context in which it occurred;
- vi. whether the conduct was threatening;
- vii. the use of epithets, slurs or other conduct that is humiliating or degrading;
- viii. whether the conduct or communication reflects stereotypes about an individual or group of individuals in a protected class;
- ix. any power differentials between the parties;
- x. any other relevant circumstances.

Whether harassment has previously occurred in the district is not relevant as to whether the conduct or communication is discriminatory. Petty slights, minor annoyances, and lack of good manners do not constitute harassment, unless, combined, they impact an individual's employment or create a hostile environment as described in the definition of harassment.

The decision must include a determination of whether the respondent engaged in harassment or discrimination, an explanation of how and why the compliance officer reached the conclusions outlined in the report, a description of any supportive measures/disciplinary sanctions already taken, and recommendations for future disciplinary measures.

If the compliance officer is not the superintendent, the compliance officer's report is advisory and must not bind the superintendent or the district to any particular course of action or remedial measure.

If the compliance officer is the superintendent, the report will include the determination of any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

6. Disciplinary Measures and Outcome

As soon as practicable after receiving the compliance officer's findings and recommendations, the superintendent must determine any sanctions or other actions deemed appropriate, including suspension or expulsion, pursuant to Policy JKD/JKE and/or other appropriate corrective or restorative actions.

To the extent permitted by federal and state law, all parties must be notified in writing of the final outcome of the investigation no later than seven days following the superintendent's final determination.

Resources

Throughout the investigation, or after the investigation concludes, affected individuals may choose to use the following resources:

National Domestic Violence Hotline: 1-800-799-SAFE (7233)
 National Sexual Assault Hotline: 1-800-656-4673
 Colorado Department of Human Resources Domestic Violence Program:
<https://cdhs.colorado.gov/dvp>
 Violence Free Colorado: <https://www.violencefreecolorado.org/>
 The Crisis Center 24/7 Hotline: 303-688-8484

Local resources for use by staff include:
 Monte Vista Police Department 719-852-6161
 Rio Grande County Sheriff 719-657-4000

Outside Agencies

In addition to, or as an alternative to, filing a complaint pursuant to this regulation, a person may file a discrimination complaint with the U.S. Department of Education, Office for Civil Rights (OCR); the Federal Office of Equal Employment Opportunity Commission (EEOC); or the Colorado Civil Rights Division (CCRD). The addresses of these agencies are listed below.

Denver Office for Civil Rights (OCR)
 U.S. Department of Education
 1244 Speer Blvd., Suite 310, Denver, CO 80204-3582
 Telephone: 303-844-5695
 Fax: 303-844-4303
 TTY: 303-844-3417.
 Email: OCR.Denver@ed.gov

Federal Office of Equal Employment Opportunity Commission (EEOC)
 303 E. 17th Avenue, Suite 410, Denver, CO 80203

Adopted: 09/09/2024

File: AC-R-3*

Sex-based Investigation Procedures (Title IX)

The district is committed to maintaining a learning environment that is free from sexual harassment. It is a violation of policy for any staff member to harass a student or for students to harass other students through conduct or communications of a sexual nature, or to retaliate against anyone that reports sexual harassment or participates in a harassment investigation.

Definitions

For purposes of this regulation, these terms have the following meanings:

Actual Knowledge means when any district employee receives notice of an incident of alleged sexual harassment. When this standard is met, the district has an obligation to respond under Title IX. This standard is not met when the only employee with knowledge of alleged sexual harassment is the respondent.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Decision Maker means the individual charged with considering the evidence contained in the investigation report, making findings of fact, and analyzing the relevant policy provisions to determine whether the allegations constitute a policy violation. The decision-maker cannot be the same person as the Title IX Coordinator or investigator.

Disciplinary Sanction means a consequence imposed by the district on a respondent who is found to have violated this policy, however, the grievance process must be completed before any disciplinary sanctions are imposed. Disciplinary sanctions are designed to remedy and prevent the recurrence of discrimination, harassment, and/or retaliation. Disciplinary sanctions may include: no-contact orders, required training, loss of privileges, suspension, or expulsion.

Education Program or Activity means locations, events, or circumstances over which the district exercises substantial control, including disciplinary authority, over both the complainant and respondent and the context in which the sex-based harassment occurs.

Formal Complaint means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment by a respondent and requesting that the district investigate the allegation. At the time of the filing of a formal complaint, a complainant must be participating in or attempting to participate in the educational programs or activities of the district.

Investigator means the individual charged with conducting interviews, gathering evidence, and producing an investigation report. The investigator may be the same person as the Title IX Coordinator, but cannot serve as the decision-maker.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Retaliation means threats, intimidation, coercion, discrimination, or other adverse action against any person for the purpose of interfering with any right or privilege secured by Title IX or because the person has made a report or complaint, testified, assisted, or participated or refused to participate in an investigation, hearing, or proceeding under this policy.

Sexual Harassment means conduct on the basis of sex that falls into one or more of the following categories:

1. A school district employee conditioning an educational aid, benefit, or services on participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the district's education program or activity; or
3. An offense that falls into the FBI's Uniform Crime Reporting categories of sexual assault, dating violence, domestic violence, or stalking.

Supportive Measures mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without fee or charge, to the complainant or respondent in order to restore or preserve the party's access to the education program/activity, without unreasonably burdening the other party. Supportive measures may be provided after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures may include, academic support, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual no-contact directives, leaves of absence, changes in work/school locations, access to identified trusted adults at school, increased monitoring of locations, safety planning and referral to outside agencies and supports.

Title IX Coordinator means the employee designated by the district to coordinate its efforts to comply with Title IX responsibilities. The Title IX Coordinator is to be informed of all reports or formal complaints of violations of this policy. The Title IX Coordinator may delegate certain responsibilities under this policy to an alternate who has received appropriate training. The Title IX Coordinator cannot serve as the decision-maker, but may serve as the investigator if appropriate.

- The district's Title IX Coordinator is Leona Holland, 59 North Broadway, Monte Vista, CO 81144, email Title9Coordinator@monte.k12.co.us, phone 719-852-5996.

Title IX Resolution Process

The Title IX Coordinator is responsible for receiving and acting on reports and formal complaints, filing complaints on behalf of a complainant if necessary, dismissing complaints if necessary, and ensuring all other requirements of Title IX are followed by the district. The Title IX Coordinator must also offer and coordinate supportive measures, as appropriate, for both the complainant and respondent, or for any party who may have been affected by sexual harassment. Additionally, the Title IX Coordinator may assign any or all aspects of the complaint response process to a qualified alternate for any reason, including conflict of interest, bias concerns, and/or insufficient capacity due to other matters. As used in this regulation, the term "Title IX Coordinator" refers to the Title IX Coordinator or their alternate.

Investigations into complaints alleging violations of Title IX will proceed as described below. The investigation will be adequate, reliable, and impartial. All parties will be treated equitably and will be provided equal opportunity to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. However, it is the district's responsibility to gather evidence and determine whether this policy was violated, not the responsibility of either party. Throughout the investigation, the district will take reasonable steps to protect the privacy of the parties and witnesses during the investigation, provided this does not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses, consulting with their family members, confidential resources, or advisors, or otherwise preparing for or participating in the grievance procedures.

The district will make a good faith effort to complete the investigation and make any findings within sixty days after the complaint, and the Title IX Coordinator will adhere to all timeframes. Reasonable extensions of timeframes will be granted on a case-by-case basis for good cause with written notice to the parties that includes the reason for the delay.

No person can serve as a Title IX Coordinator, investigator, decision-maker, or informal resolution facilitator if they have a conflict of interest or bias for or against complainants or respondents generally, or an individual complainant or respondent. An alternate will be designated in the event it is claimed that an employee with responsibilities under this regulation is the one who committed the alleged discrimination.

1. Making a complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or through email and can be filed by a complainant, or by a parent or guardian who has the legal right to act on behalf of a minor complainant. Individuals requiring other accommodations for purposes of making a complaint due to a disability or other reasons should contact the Title IX Coordinator.

Complaints must include a detailed description of the alleged sexual harassment, the date(s), the full names of the parties involved, any witnesses, and a signature.

2. Dismissal by Title IX Coordinator

Upon receipt of a formal complaint, the Title IX Coordinator will review it to determine whether it falls under the jurisdiction of this policy. If it does not, the Title IX Coordinator will dismiss the complaint. A formal complaint must be dismissed when the investigation reveals that the complaint does not constitute sexual harassment, the event did not occur in a district program or activity, or the event did not occur against a person in the United States (mandatory dismissal). Further, a complaint may be dismissed at any time upon written request of a complainant or as determined by the Title IX Coordinator in accordance with applicable law, including when a respondent is no longer enrolled with or employed by the district, and when specific circumstances prevent the district from gathering evidence sufficient to reach a determination (discretionary dismissal). Written notice of a dismissal will be promptly submitted simultaneously to the parties.

- Formal complaints may be consolidated when allegations of sexual harassment arise out of the same facts or circumstances.
- Dismissal of a formal complaint does not prevent the district from taking action to remedy the complained-of behavior consistent with other applicable district policies. Allegations in a dismissed complaint may constitute discrimination or harassment prohibited by Policy [AC](#), in which case the investigation will continue under the associated regulations: [AC-R-1](#) or [AC-R-2](#). A dismissal does not prohibit the complainant from pursuing other remedies under state or federal law or local board policy, nor does it prohibit the district from addressing the allegations in any manner the district deems appropriate.

3. District Resolution

Following the filing of a complaint, the Title IX Coordinator will provide the parties with written notice of the complaint. The written notice will include all information required by law, including the names of the parties involved, the specific section of this policy allegedly violated, this policy's grievance and informal resolution process, the precise conduct allegedly constituting the potential violation, and the date and location of the alleged incident(s). If additional allegations are discovered during the grievance process, the Title IX Coordinator will issue an amended notice including additional allegations and details regarding those allegations. The written notice must also inform the parties of any provision in the district's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Upon receipt of a complaint and notice sent to the parties, there are two available options for resolution: (a) the grievance process, which involves an investigation, report, and potential sanctions, and (b) an informal resolution, which involves a variety of informal options for addressing complaints.

- (a) Grievance Process. If a complaint proceeds to the grievance process, the Title IX Coordinator will designate appropriate trained individuals to serve as the investigator and the decision-maker. The Title IX Coordinator may serve as the investigator if appropriate. Either party may challenge the appointment of the investigator or decision-maker based on bias or conflict of interest by contacting the Title IX Coordinator.
- Credibility. The investigator will objectively evaluate the credibility of parties and witnesses and synthesize all available evidence – including both inculpatory and exculpatory evidence – and take into account the unique and complex circumstances of each situation. Credibility determinations cannot be made based on a person's status as a complainant, respondent, or witness.
 - Timeframe for Process. The timeframe from the commencement of investigation through the release of the written determination will not exceed 60 days, unless good cause is shown. If there is a need for a delay, the investigator or decision-maker will notify both parties in writing of the delay and reason for it.
 - Right to an Adviser. During the process, each party is entitled to the adviser of their choice who may, but is not required to be, an attorney. During interviews and meetings, the adviser may not speak for the party and must limit their role to consulting with and advising the party. The district retains the right to establish restrictions regarding the extent to which the adviser may participate in the proceedings. Any restrictions on participation of adviser(s) will apply equally to both parties.
 - Interviews and Evidence. Both parties will have an equal opportunity to be heard, to provide evidence, and to review evidence obtained through the course of the grievance process. The investigator will interview the parties and any witnesses, and will review any available evidence. The investigator will also determine the relevance of evidence and what evidence will be included in the investigation report for consideration by the decision-maker.
 - Written Notice of All Meetings. Prior to any investigative interviews [, hearings,] or other meetings, a party will receive written notice of the date, time, location, purpose, and participants to ensure the party is adequately prepared to participate.
 - Evidence Review. Prior to the issuance of the investigation report, the parties will be provided an electronic or hard copy of all evidence gathered by the investigator that is directly related to the allegations in the formal complaint, including evidence the investigator does not intend to rely upon in the investigation report, for their review. Evidence may be redacted, if appropriate, in accordance with applicable law and district policy. The parties will have ten business days to review the evidence and may choose to provide a written response for the investigator to consider prior to the issuance of the investigation report. The response can include corrections, additions, or arguments regarding the relevance of specific evidence. The investigator will consider any written response to the evidence when preparing the investigation report.
 - Investigation Report. Once the parties have reviewed the evidence, and prior to the issuance of any findings regarding a policy violation, both parties will have ten business days to review the investigation report, which is a summation of the evidence to be submitted to the decision-maker. If either party wishes to correct or add to the evidence, submit arguments regarding relevance of certain evidence, or suggest additional witnesses they must notify the investigator during the review period. Corrections, arguments regarding relevance, additional evidence, or new witnesses may not be submitted after the review period has ended and will not be considered an appeal.
 - Extension to Review Periods. If a party requires additional time to review the evidence or investigation report, they must contact the Title IX Coordinator to make a request. The request must include the reason for the extension and a proposed new deadline. Such extensions are granted at the discretion of the Title IX Coordinator based on a showing of good cause.
 - Submission of Investigation Report. Following the review period, the investigator will submit the investigation report and any documentary evidence to the decision-maker for their review. The parties will also receive copies of the investigation report.
 - Questioning of Parties and Witnesses. After the investigator submits the finalized investigation report to the decision-maker and parties, the parties will have the opportunity to submit relevant written questions to one another and to the witnesses. Each party will be provided copies of the questions posed and answers to those questions, and will have an additional opportunity for limited follow-up based on the first round of questions. The decision-maker has discretion to determine the relevance of any proposed questions and will provide a written explanation for any decision to exclude a question as not relevant.
 - Questions or evidence about a complainant's sexual predisposition or prior behavior are not relevant unless offered to (1) demonstrate that someone other than a respondent committed the alleged sexual harassment, or (2) demonstrate consent based on specific incidents of a complainant's prior sexual behavior with a respondent.
 - Standard of Review. In determining whether alleged sexual harassment constitutes a policy violation, the decision-maker will use the preponderance of the evidence standard. This means that the decision-maker will determine whether it is more likely than not that a policy violation occurred.
 - How Evidence is Evaluated by the Decision-Maker. In evaluating the allegations, the decision-maker will consider the totality of the facts, circumstances, and evidence. No single factor will be conclusive in the evaluation of evidence and/or the determination or whether the policy has been violated.
 - Written Determination. The decision-maker will consider the investigation report and prepare a written determination regarding responsibility with (1) findings of fact, (2) conclusions about whether the alleged conduct occurred, (3) a rationale for the result as to each allegation, (4) any disciplinary sanctions imposed on a respondent, and (5) whether remedies will be provided to the complainant.

- The written determination must be sent simultaneously to the parties along with information about how to appeal.
- **Potential Disciplinary Sanctions.** If the decision-maker determines that a respondent violated the policy, consequences appropriate for the misconduct will be imposed in accordance with applicable law and district policy, including but not limited to a warning, restorative justice, alternatives to suspension or expulsion, suspension, expulsion, or termination. Nothing in this policy will be construed to prohibit discipline for conduct which, although not rising to the level of sexual harassment as defined by this policy, otherwise violates other district policies.
 - If the decision-maker determines that a respondent is responsible for violations of district policy other than AC-R-3, the decision-maker must discuss this determination with the district's Title IX Coordinator and/or district legal counsel as to next steps.
- **Release of Written Determination.** Upon completion of the written determination, the decision-maker will provide it to the Title IX Coordinator, who will simultaneously provide it to the parties.
- **Appeals.** If either party is not satisfied with the written determination or the dismissal of a complaint, the party may appeal the decision within ten business days following the release of the written determination. If no appeal is filed, the determination will become final after ten business days. Both parties will receive written notice of any appeal and both will have the opportunity to submit written statements either in support of or challenging the written determination within ten business days of receiving the appeal notice.
 - **Decision-Maker for Appeal.** The decision-maker for the appeal will be determined by the superintendent's office, but the decision-maker for the appeal may not be the same person as the decision-maker that reached the determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator. The decision-maker for the appeal will render their final decision within ten business days of the receipt of the appeal.
 - **Grounds for Appeal.** There are three grounds for appeal and other asserted grounds will not be considered. A party's appeal must state the grounds for appeal and facts supporting those grounds in order to be considered.
 - (1) Procedural irregularity that affected the outcome of the grievance process;
 - (2) New evidence that was not reasonably available at the time the determination regarding the existence of a policy violation was made that could affect the outcome of the grievance process; and/or
 - (3) The Title IX Coordinator, the investigator, or the decision-maker had a conflict of interest or bias that affected the outcome of the grievance process.
- **Making a False Report.** Any person who knowingly makes a false report of sexual harassment will be subject to disciplinary action in accordance with applicable district policies. Standing alone, the outcome of a grievance process is insufficient evidence of a false report.

(b) **Informal Resolution** can be used if both parties agree and the Title IX Coordinator deems it appropriate. An informal resolution process does not involve an investigation, but rather may involve mediation or other restorative justice models. The parties' agreement must be voluntary, non-coerced, and documented in writing. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

- **Unavailability of Informal Resolution.** Informal resolution is not available in cases where a district employee is alleged to have sexually harassed a student.
- **Potential Student Disciplinary Sanctions.** An informal resolution may result in disciplinary sanctions appropriate for the misconduct, which must be imposed in accordance with applicable law and district policy, including but not limited to a warning, restorative justice, alternatives to suspension or expulsion, suspension, or expulsion.

Notice and training

To reduce discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of these procedures to all district schools and departments. The policy and complaint procedures must be prominently posted on the district's website, referenced in student and employee handbooks and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution.

All students and district employees will receive periodic training related to recognizing and preventing sexual harassment. District employees must receive additional periodic training related to handling reports of sexual harassment. Title IX Coordinators, decision-makers, informal resolution facilitators, and other persons involved in the grievance procedures or with authority to modify or terminate supportive measures must receive additional periodic training specific to their role relating to handling reports of sexual harassment as required by law, including training or serving impartially without prejudging the circumstances.

Training materials are available to the public on the district's website.

REPORTING TO A FEDERAL OR STATE AGENCY

In addition to, or as an alternative to, filing a formal complaint pursuant to this policy, a person may file a complaint with the U.S. Department of Education, Office for Civil Rights, or with the Colorado Civil Rights Division at the addresses below:

Denver Office for Civil Rights
U.S. Department of Education Federal Building
1244 Speer Boulevard, Suite 310

Denver, CO 80204-3582
Telephone: 303-844-5695
TDD: 800-877-8339
Fax: 303-844-4303
Email: OCR.Denver@ed.gov

Colorado Civil Rights Division
1560 Broadway, Suite 825
Denver, CO 80202
Telephone: 303-894-2997 or 800-262-4845
Fax: 303-894-7830
Email: DORA_CCRDIntake@state.co.us

Questions or concerns about the district's application of Title IX may be addressed to the district's Title IX Coordinator or the United States Department of Education, Office for Civil Rights (OCR.Denver@ed.gov)

Adopted: 10/08/2020 Revised: 09/09/2025, 05/06/2025

File: AC-E-1

Nondiscrimination/Equal Opportunity

In compliance with Titles VI & VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, and Colorado law, Monte Vista School District does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, family composition, or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law. Harassment, if it rises to the level described in state law, is a prohibited form of discrimination.

Complaint procedures have been established for students, parents, employees and members of the public as follows:

- Policy AC-R-1: Students
- Policy AC-R-2: Employees, Applicants for Employment and Members of the Public
- Policy AC-R-3: Sexual Harassment (Title IX)

The following person has been identified as the compliance officer for the district for all complaints except Title IX:

Gabe Futrell
Superintendent of Schools
Monte Vista School District
59 North Broadway
Monte Vista, Colorado 81144
(719)852-5996
superintendent@monte.k12.co.us

For complaints regarding violations of Title IX, the following person has been identified as the compliance officer for the district:

Leona Holland
Title IX Coordinator
Monte Vista School District
59 North Broadway
Monte Vista, Colorado 81144
(719)852-5996
Title9Coordinator@monte.k12.co.us

Outside agencies

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, , 950 17th St., Suite 300, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 825, Denver, CO 80202.

Approved: 10/11/07 Revised: 07/19/12, 10/08/20, 12/14/21, 09/09/24, 05/06/25

Nondiscrimination/Equal Opportunity (Complaint Form)

Date: _____

Name of complainant: _____

School: _____

Address: _____

Phone: _____

☐ Please check here for allegations of sex-based discrimination and/or sexual harassment. (Note: Investigator will use investigation procedures consistent with allegations of sex-based discrimination and/or sexual harassment).

Summary of alleged discrimination or harassment:

Name(s) of individual(s) allegedly engaging in prohibited conduct:

Date(s) alleged prohibited conduct occurred: _____

Name(s) of witness(es) to alleged prohibited conduct:

If others are affected by the possible discrimination or harassment, please give their names:

Your suggestions regarding resolving the complaint: _____

Please describe any corrective action you wish to see taken with regard to the alleged discrimination or harassment. You may also provide other information relevant to this complaint.

Signature of complainant_____
Date_____
Signature of person receiving complaint_____
Date

Tobacco-Free Schools

In order to promote the general health, welfare and well-being of students and staff, smoking, chewing or any other use of any tobacco products by staff, students and members of the public is banned from all school property.

Possession of any tobacco product by students is also prohibited on school property.

For purposes of this policy, the following definitions apply:

1. "School property" means all property owned, leased, rented or otherwise used or contracted for by a school including but not limited to the following:
 - a. All indoor facilities and interior portions of any building or other structure used for children under the age of 18 for instruction, educational or library services, routine health care, daycare or early childhood development services, as well as for administration, support services, maintenance or storage. The term does not apply to buildings used primarily as residences, i.e., teacherages.
 - b. All school grounds over which the school exercises control including areas surrounding any building, playgrounds, athletic fields, recreation areas and parking areas.
 - c. All vehicles used by the district for transporting students, staff, visitors or other persons.
 - d. At a school sanctioned activity or event.
2. "Tobacco product" means:
 - a. Any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of any individual, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco; and
 - b. Any electronic device that can be used to deliver nicotine to the person inhaling from the device, including but not limited an electronic cigarette, cigar, cigarillo or pipe.
 - c. "Tobacco product" does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product.
3. "Use" means lighting, chewing, smoking, ingesting or application of any tobacco product.

Signs will be posted in prominent places on all school property to notify the public that smoking or other use of tobacco products is prohibited in accordance with state law and district policy. This policy will be published in all employee and student handbooks, posted on bulletin boards and announced in staff meetings.

Any member of the general public considered by the superintendent or designee to be in violation of this policy will be instructed to leave school district property. Employees found to be in violation of this policy will be subject to appropriate disciplinary action.

Disciplinary measures for students who violate this policy will include in-house detention, revocation of privileges and exclusion from extracurricular activities. Repeated violations may result in suspension from school. In accordance with state law, no student will be expelled solely for tobacco use.

Adopted: 03/08/90 Revised: 06/09/94, 09/22/94, 07/30/98, 11/11/99, 06/19/03, 08/09/12, 10/8/20

Sexual Harassment

The district is committed to a learning and working environment that is free from sexual harassment. Sexual harassment is recognized as a form of sex discrimination and thus a violation of the laws which prohibit sex discrimination.

It shall be a violation of policy for any member of the district staff to harass another staff member or student through conduct or communications of a sexual nature. Any conduct of a sexual nature directed toward students by teachers or others, to whom this policy applies, shall be presumed to be unwelcome. Sexual harassment committed by an employee of the district in the course of employment shall be deemed a breach of duty, and as such, shall subject the offending employee to disciplinary action. This policy similarly applies to non-employee volunteers or any other persons who work subject to the control of school authorities.

Sexual harassment prohibited

For purposes of this policy, and pursuant to Title IX of the Education Amendments of 1972, unwelcome sexual advances, requests for sexual favors, or other unwelcome physical or verbal conduct or communication of a sexual nature constitutes sexual harassment if, under the totality of the circumstances:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or education decisions affecting such individual.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile or offensive working or educational environment.

The prohibition against sexual harassment applies whether the harassment is between people of the same or different gender.

Sexual harassment as defined above may include but is not limited to:

1. Sex-oriented verbal "kidding," abuse or harassment.
2. Pressure for sexual activity.
3. Repeated remarks to a person with sexual implications.
4. Unwelcome touching, such as patting, pinching or constant brushing against another's body.

5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, employment status or similar personal concerns.
6. Sexual violence.

Reporting, investigation and sanctions

It is the express desire of the Board to encourage victims of, or witnesses to, sexual harassment to report such claims through the district's complaint process (AC-R-3).

Employees who feel that their superiors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator or to the district's compliance officer.

All reports of sexual harassment received by any district employee will be promptly forwarded to the compliance officer (AC-E-1). The compliance officer will ensure that every complaint is promptly investigated and responded to as set forth in the district's complaint and compliance process (AC-R-3). No reprisals or retaliation shall be allowed to occur as a result of the good faith reporting of charges of sexual harassment or participation in an investigation. Requests for confidentiality will be honored so long as doing so does not preclude the district from responding effectively to the harassment and preventing such conduct in the future.

Any employee found to have engaged in sexual harassment will be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements. Conduct of a sexual nature directed toward students will, in appropriate circumstances, be reported as child abuse for investigation by appropriate authorities in conformity with policy JLF.

Filing of a complaint or otherwise reporting sexual harassment will not reflect upon the individual's status or affect future employment or work assignments. All matters involving sexual harassment complaints shall remain confidential to the extent possible.

Notice of policy

Notice of this policy shall be circulated to all district schools and departments and incorporated in employee handbooks.

Adopted: 01/22/87 Revised: 08/25/94, 11/13/97, 10/11/07, 07/19/12, 11/13/23, 05/06/25

File: GBGB

Staff Personal Security and Safety

The following procedures shall be followed in instances of assault, disorderly conduct, harassment, knowingly false allegation of child abuse, or any alleged offense under the "Colorado Criminal Code" by a student directed towards a teacher or school employee.

These same procedures shall be followed in instances of damage by a student to the personal property of a teacher or school employee occurring on school district premises.

1. The teacher or employee shall file a written complaint with the building principal, the superintendent's office and the Board of Education.
2. The principal shall, after receipt of the complaint and proof deemed adequate by the principal, suspend the student for three days in accordance with established procedures.
3. The superintendent shall initiate procedures for the further suspension or expulsion of the student when injury or property damage has occurred.
4. The superintendent or designee shall report the incident to the district attorney or the appropriate local law enforcement agency or officer who shall be requested, upon receiving the report, to investigate the incident to determine the appropriateness of filing criminal charges or initiating delinquency proceedings.
5. A copy of this policy shall appear in school student handbooks.

Communication of disciplinary information to teachers/counselors

The principal or designee shall communicate discipline information concerning any student enrolled in the district to all teachers and counselors who have direct contact with that student. Any teacher or counselor who is assigned a student with known serious behavior problems will be informed of the student's behavior record. Any school employee who is provided this information shall maintain its confidentiality and shall not communicate it to any other person.

Adopted: 09/27/90 Revised: 07/18/96, 08/21/08, 10/03/19

File: IHAM-R

Health and Family Life/Sex Education

(Exemption Procedure)

1. Exemption will be granted from a specific portion of the health education curriculum on the grounds that the material taught is contrary to the religious beliefs and teachings or closely held personal beliefs of the student or of the student's parent/guardian. If the request for the exemption is from a specific portion of the health education curriculum that concerns human sexuality, no reason must be given by the parent/guardian when requesting the exemption.
2. A request for exemption must be submitted in writing to the principal at least 5 school days in advance of instruction in that portion of the curriculum for which the exemption is requested.
3. The principal will confer with the teacher to determine the length of time a student will be exempt. The teacher will develop an alternative activity for which the student will receive credit.
4. The principal or teacher will inform the parent/guardian of disposition of the request within 2 school days of receipt of the request.

Concurrent Enrollment

The Board believes that students who wish to pursue postsecondary level work while in high school should be permitted to do so. In accordance with this policy and accompanying regulation, high school students may receive course credit toward the fulfillment of high school graduation requirements for successful completion of approved postsecondary courses offered by institutions of higher education.

This policy and accompanying regulation do not apply to students seeking to enroll in postsecondary courses pursuant to the Accelerating Students through Concurrent Enrollment (ASCENT) program or a "dropout recovery program" pursuant to the Concurrent Enrollment Programs Act (the Act). Students seeking to enroll in the ASCENT program or a dropout recovery program will work with district administrators and meet the Act's applicable requirements.

Definitions

For purposes of this policy and accompanying regulation, the following definitions will apply.

"Concurrent enrollment" means the simultaneous enrollment of a qualified student in a district high school and in one or more postsecondary courses at an institution of higher education. Concurrent enrollment does not include a student's simultaneous enrollment in: a district high school and in one or more secondary career and technical education courses, advanced placement courses, or international baccalaureate courses; an early college course and a postsecondary course; a p-tech school and a postsecondary course; or a district high school and a postsecondary course that does not fall within the definition of concurrent enrollment.

"Qualified student" means a person who is less than 21 years of age and is enrolled in the ninth grade or higher grade level.

NOTE: The Act provides that students are eligible to enroll in postsecondary courses beginning in ninth grade. C.R.S. 22-35-103 (15). State law requires that, beginning with the 2020-21 school year, districts that enroll students in grades nine through twelve must provide qualified students in all grades nine through twelve the opportunity to concurrently enroll in postsecondary courses as provided in the Act. C.R.S. 22-35-104 (1)(a)(I)-(III).

"Postsecondary course" means a course offered by an institution of higher education and includes coursework resulting in the acquisition of a certificate; an associate degree of applied sciences, general studies, arts, or science; and all baccalaureate degree programs.

"Institution of higher education" means:

- a. A state university or college, community college, junior college, or area vocational school as described in title 23, C.R.S.
- b. A postsecondary career and technical education program that offers postsecondary courses and is approved by the state board for community colleges and occupational education pursuant to applicable state law; and
- c. An educational institution operating in Colorado that meets the Act's specified criteria.

Eligibility

Qualified students seeking to enroll in postsecondary courses at the district's expense and receive high school credit for such courses must follow the procedure accompanying this policy, including but not limited to timely submitting an application and establishing an academic plan of study. Qualified students must meet the minimum prerequisites and academic readiness for the postsecondary courses in which they seek to enroll.

The Board determines the manner in which it provides opportunities for concurrent enrollment. However, the district may not unreasonably deny approval for concurrent enrollment or limit the number of postsecondary courses in which a qualified student may enroll unless the district is unable to provide access due to technological capacity.

NOTE: The Act provides that students are eligible to enroll in postsecondary courses beginning in ninth grade. C.R.S. 22-35-103 (15). State law requires that, beginning with the 2020-21 school year, districts that enroll students in grades nine through twelve must provide qualified students in all grades nine through twelve the opportunity to concurrently enroll in postsecondary courses as provided in the Act. State law also specifically states that while school Boards "may determine the manner in which concurrent enrollment opportunities are provided," the district and school administrators "shall not unreasonably deny a qualified student approval to concurrently enroll in a postsecondary course." Additionally, the school Board "shall not limit the number of postsecondary courses...a qualified student may concurrently enroll during the ninth, tenth, eleventh, and twelfth grade, except to the degree that the local education provider is unable to provide access to the postsecondary courses due to technological capacity." C.R.S. 22-35-104(1)(a)(I)-(III). While "technological capacity" is not explicitly defined in law or rule, it is understood to refer to broadband limitations.

Academic credit

Academic credit granted for postsecondary courses successfully completed by a qualified student will count as high school credit toward the Board's graduation requirements, unless such credit is denied.

High school credit will be denied if a qualified student does not receive a passing grade for the postsecondary course. High school credit shall be denied for postsecondary courses that do not meet or exceed the district's academic standards. High school credit shall also be denied for a postsecondary course substantially similar to a course offered by the district, unless the qualified student's

enrollment in the postsecondary course is approved due to a scheduling conflict or other reason deemed legitimate by the district. Concurrent enrollment is not available for summer school.

Agreement with institution of higher education

When a qualified student seeks to enroll in postsecondary courses at an institution of higher education and receive high school credit for such courses, the district and the participating institution will enter into a written cooperative agreement in accordance with the Act.

NOTE: The Act created a Concurrent Enrollment Advisory Board. C.R.S. 22-35-107. This Board's responsibilities include advising and assisting school districts, BOCES, and institutions of higher education in preparing cooperative agreements. The Concurrent Enrollment Advisory Board has approved model cooperative agreements between districts and institutions of higher education and has developed model applications, forms, and checklists, which are available on the Colorado Department of Education's website.

Payment of tuition and additional costs

The district will pay the tuition for postsecondary courses in accordance with the Act and the district's cooperative agreement with the institution of higher education.

NOTE: Prior to SB19-176, state law allowed the Board to determine the total number of postsecondary credit hours for which the district will pay. State law now requires that, beginning with the 2020-21 school year, districts that enroll students in grades nine through twelve must provide and pay tuition for qualified students in all grades nine through twelve the opportunity to concurrently enroll in postsecondary courses as provided in the Act. The district cannot unreasonably deny approval for concurrent enrollment or limit the number of postsecondary courses in which a qualified student may enroll, unless the district is unable to provide access due to technological capacity. C.R.S. 22-35-104 (1)(a)(I)-(III). The Act, however, does limit the number of postsecondary credit hours in which a qualified student who is not a participant in the ASCENT program and has not satisfied the Board's minimum graduation requirements by the end of the student's twelfth-grade year (i.e., a fifth-year student) may enroll through concurrent enrollment. The statutory limit is a maximum of nine credit hours. C.R.S. 22-35-104 (1)(d).

NOTE: SB19-176 repealed the provision at C.R.S. 22-35-105 (3)(b), which allowed an institution of higher education to charge additional tuition and/or associated fees to the qualified student and the qualified student's parent/guardian in addition to the tuition paid by the district. That is now prohibited. Concurrent enrollment courses are to be at no tuition cost to the qualified student and the student's parent/guardian, no matter the format or the location in which the course is delivered. The qualified student and the student's parent/guardian may be responsible for the cost of textbooks and fees.

HB22-1390 repealed the provisions at C.R.S. 22-35-105 (4)(a-c), which allowed local education providers to require tuition repayment from students who did not complete concurrent enrollment courses or who earned a failing grade in a concurrent enrollment course. Requiring repayment of tuition is now prohibited.

The qualified student and the student's parent/guardian will be responsible for the cost of textbooks and fees for postsecondary courses.

Transportation

The district will not provide or pay for the qualified student's transportation to the institution of higher education.

Notice

Information about concurrent enrollment options will be made available to high school students and their parents/guardians on an annual basis. In addition, at least six weeks prior to the beginning of the enrollment period for postsecondary concurrent enrollment courses, written notice (which may be sent electronically) will be provided to high school students and their parents/guardians of the postsecondary courses offered at no tuition cost to qualified students at the district and at an institution of higher education, any anticipated costs of textbooks and fees to the qualified student for those courses, and the number and transferability of course credits that a qualified student may earn by enrolling in and successfully completing a concurrent enrollment course.

Information about concurrent enrollment options and the benefits of participating in concurrent enrollment during high school will be provided to middle school students and their parents/guardians electronically at least once during the school year and at least once during the summer.

NOTE: State law specifies the requirements for the required notices to high school students and their parents/guardians. See C.R.S. 22-35-104 (b)(I)-(V).

NOTE: State law requires the community college system, in collaboration with districts, to develop and provide informational materials to the parents of 6th-8th graders explaining the benefits of participating in concurrent enrollment programs in high school. At a minimum, the community college system must provide these materials electronically at least once during the school year and once during the summer months, and may also provide the information through other appropriate means. C.R.S. 23-60-202.7.

NOTE: State law requires schools to ensure that, in developing and maintaining each student's "individualized career and academic plan" (ICAP), the counselor or teacher explains to students' and their parents/guardians the requirements for and benefits of enrolling in postsecondary courses pursuant to the Act. The explanation to students' parents/guardians shall be by electronic mail or other written form. C.R.S. 22-32-109 (1)(nn).

Concurrent Enrollment
(Procedure for students seeking to enroll in postsecondary courses)

1. Academic plan of study

The qualified student shall establish, in consultation with the principal or principal's designee, an academic plan of study that describes all of the courses (including postsecondary courses) the student intends to complete to satisfy the Board's high school graduation requirements. Prior to the qualified student's enrollment in a postsecondary course, the principal or principal's designee shall review and approve the student's academic plan of study in accordance with applicable State Board of Education rules.

2. Application

The qualified student who seeks to enroll in a postsecondary course shall complete the district's concurrent enrollment application form and submit it to the principal or principal designee at least 60 days prior to the end of the academic term immediately preceding the term of the student's proposed enrollment in a postsecondary course. The requested postsecondary course(s) on the student's application shall be consistent with the student's approved academic plan of study. The principal or principal's designee may waive the 60 day requirement at his or her discretion.

The principal or principal's designee shall approve or disapprove the student's application in accordance with this regulation's accompanying policy, the priority requirements of the Concurrent Enrollment Programs Act, and the State Board of Education rules. The principal or principal's designee shall notify the student of the decision, which shall be final.

Approved: 09/24/92, Revised: 08/12/93, 07/30/98, 03/10/11, 07/22/14, 04/16/2020

File: IKA

Grading/Assessment Systems

The Board believes that students will respond more positively to the opportunity for success than to the threat of failure. The district shall seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance.

State assessment system

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students in elementary and middle school to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

1. Pencil and paper testing option

The district may determine that a specific classroom or school within the district will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;
- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the superintendent or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

2. Parent/guardian request for exemption

A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy's accompanying regulation.

In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments. Students excused by their parents/guardians from participating in a state assessment or assessments shall not be prohibited from participating in an activity or from receiving any other form of reward that the district provides to students for participating in the state assessment.

This policy's exemption process shall apply only to state assessments administered pursuant to C.R.S. 22-7-1006.3 and shall not apply to district or classroom assessments.

3. Sharing of student state assessment results with parents/guardians

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and

longitudinal academic growth information and shall share with and explain that information to the student's parent/guardian.

NOTE: State law requires districts to include a student's state assessment results in each student's permanent academic record. C.R.S. 22-7-1006.3 (7)(d). State assessment results must also be included on each student's final report card for the applicable school year, if the district has sufficient time to process the results after they are released. Id. Districts must also describe each student's "level of postsecondary and workforce readiness" on the student's final high school transcript, but must not indicate each student's level of performance on a state readiness assessment or national assessment on the student's transcript. C.R.S. 22-7-1016 (2)(b).

District assessment system

In addition to the state assessment system, the district has developed a comprehensive assessment system that:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and
- provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district's academic standards.

In accordance with applicable law, the district's assessment system shall accommodate students with disabilities and English language learners.

The district's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the district's academic standards.

Additional assessment information for parents/guardians

In accordance with state law and this policy's accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

Classroom assessment system

Classroom assessment practices shall be aligned with the district's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in informal self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

Grading system

The administration and professional staff shall devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the district's academic standards. The records and reports of individual students shall be kept in a form meaningful to parents/guardians as well as teachers. The grading system shall be uniform district-wide at comparable grade levels. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow students.

The Board shall approve the grading, reporting and assessment systems as developed by the professional staff, upon recommendation of the superintendent.

The Board recognizes that classroom grading and/or assessment systems, however effective, are subjective in nature but urges all professional staff members to conduct student evaluations as objectively as possible.

Adopted: 09/24/92

Revised: 02/13/97, 09/10/98, 12/14/00, 08/13/02, 06/15/04, 07/22/14, 02/12/15, 09/10/15, 02/11/16, 10/03/19, 10/8/20

File: IKA-R

Grading/Assessment Systems

(Exemption Procedure and Information to Parents/Guardians)

Parent/guardian request for exemption

In accordance with the accompanying policy, the parent/guardian of a student enrolled in the district may request that his or her child be exempt from participating in one or more state assessments.

1. The request for exemption must be submitted in writing to the school principal.
2. The parent/guardian will not be required to state the reason for asking for the exemption.
3. The request for exemption may apply to all or specific state assessments administered to the student during the school year.
4. A request for exemption will be valid for one school year. Requests for exemption from state assessments in subsequent school years require a new written request.

5. Parents/guardians are encouraged to submit their requests for exemption at the earliest possible date each school year so that the district may plan accordingly.

Information to parents/guardians

Each school year at the earliest possible time, the district shall distribute information to students' parents/guardians regarding the state and district assessments that the district will administer that year. This information shall also be posted on the district's website.

The district shall also distribute a district assessment calendar to students' parents/guardians at the earliest possible time each school year, and shall post the calendar on the district's website.

At a minimum, the district assessment calendar shall include:

- an estimate of the testing hours required on each testing day; and
- whether the assessment is required by federal and/or state law or was selected by the district.

Grading systems for each level are established as follows:

Grades 4-12

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Grades K-3

No grades are assigned. Teachers will assess student performance by using a checklist of skills appropriate to grade levels and proficiencies required.

Approved: 05/11/95 Revised: 04/25/02, 06/15/04, 09/10/15

File: JB

Equal Educational Opportunities

Every student of this school district shall have equal educational opportunities through programs offered in the school district regardless of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, family composition, national origin, religion, ancestry, or need for special education services. See Board policy AC-E-1 for more information.

This concept of equal educational opportunity shall guide the Board and staff in making decisions related to school district facilities, selection of educational materials, equipment, curriculum and regulations affecting students. Students with identified physical and mental impairments that constitute disabilities, will be provided with a free appropriate public education, consistent with the requirements of federal and state laws and regulations.

In order to ensure that district programs are in compliance with applicable laws and regulations, the Board directs the superintendent or designee(s) to periodically monitor the following areas:

1. Curriculum and materials – review curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training – provide training for students and staff to identify and alleviate problems of discrimination.
3. Student access – review programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. District support – ensure that district resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment and related matters.
5. Student evaluation instruments – review of tests, procedures and guidance and counseling materials for stereotyping and discrimination.
6. Discipline – review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

Adopted: 11/08/84 Revised: 10/11/07, 11/13/08, 9/13/12, 04/11/19, 10/08/20, 12/14/21, 10/14/24, 05/06/25

File: JBB*

Sexual Harassment

The Board recognizes that sexual harassment can interfere with a student's academic performance and emotional and physical well-being and that preventing and remedying sexual harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn. In addition, sexual harassment is recognized as a form of sex discrimination and thus is a violation of the laws that prohibit sex discrimination, as addressed in Board policy concerning unlawful discrimination and harassment.

District's Commitment

The district is committed to maintaining a learning environment that is free from sexual harassment. It shall be a violation of policy for any staff member to harass students or for students to harass other students through conduct or communications of a sexual nature or to retaliate against anyone that reports sexual harassment or participates in a harassment investigation.

Sexual Harassment Defined

Pursuant to Title IX of the Educational Amendments of 1972, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning education benefits on participation in unwelcome sexual conduct (i.e., quid pro quo);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking.

Reporting, investigation and sanctions

Students are encouraged to report all incidences of sexual harassment to either a teacher, counselor or principal in their school building and file a complaint, through the district's complaint process addressing sex-based discrimination. All reports and indications from students, district employees and third parties shall be forwarded to the Title IX Coordinator.

The district will initiate and conduct an investigation in accordance with the appropriate procedures addressing sex-based discrimination and sexual harassment (AC-R-3 Sexual Harassment Investigation Procedures). If the district determines an act does not qualify as sexual harassment under Title IX, it may still qualify as sexual harassment under state law and district policy, in which case the district will continue the investigation in accordance with the appropriate procedures (AC-R-1: students or AC-R-2: applicants, staff, and members of the public).

All matters involving sexual harassment reports must remain confidential to the extent possible as long as doing so in accordance with applicable law and policy and does not preclude the district from responding effectively to the harassment or preventing future harassment. Filing of a complaint or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect grades.

The district will take appropriate corrective action to: make the harassed student whole by restoring lost educational opportunities; prevent harassment from recurring; or prevent retaliation against anyone who reports sexual harassment or participates in a harassment investigation. A formal report or finding of harassment will not be required before a district takes corrective action.

Notice and training

To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy and complaint procedures to all district schools and departments. All communications regarding this policy must be written in simple and age-appropriate language. The policy and complaint procedures must be referenced in student and employee handbooks, described in hard-copy notices posted at schools, and otherwise be made available to all students, staff, and members of the public through electronic or hard-copy distribution.

All students and district employees shall receive periodic training related to recognizing and preventing sexual harassment. District employees shall receive additional periodic training related to handling reports of sexual harassment. Training materials are available to the public on the district's website.

Adopted: 04/23/98 Revised: 10/11/07, 07/19/12, 10/08/20, 11/13/23, 05/06/25

File: JLCB

Immunization of Students

The Board directs the superintendent or designee(s) to annually provide parents/guardians of each student enrolled in the district a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations and the age at which each immunization should be given, the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine for the school's enrolled student population for the previous school year compared to the vaccinated children standard, and a statement that the school is required to collect and report the information, but the school does not control the school's specific immunization rates or establish the vaccinated children standard.

No student is permitted to attend or continue to attend any school in this district without meeting the legal requirements of immunization against disease unless the student has presented one of the following, as provided by law.

- a written authorization signed by a parent/guardian requesting local public health officials administer the immunization;
- a certificate of medical exemption;
- a certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment; or
- a certificate of nonmedical exemption.

Students who do not submit an up-to-date certificate of immunization or a written authorization signed by one parent/guardian requesting local public health officials to administer the immunizations or a valid certificate of medical or nonmedical exemption will be suspended and/or expelled from school according to regulation JLCB-R.

All information distributed to parents/guardians by the district will inform them of their rights to seek an exemption from immunization requirements.

Adopted: Date of manual adoption Revised: 06/16/97, 08/11/2011, 10/14/2021

File: JLCB-R

Immunization of Students

1. No student may attend school in the district unless the student has presented to the school an up-to-date certificate of immunization, a written authorization signed by a parent/guardian requesting local public health officials administer the immunizations or a valid certificate of medical or nonmedical exemption form.
2. A student will be exempted from required immunizations only upon submission of:
 - a. a completed certificate of medical exemption from a licensed physician, qualified physician assistant, or advanced practice nurse that the student's physical condition is such that immunization would endanger the student's life or health or is otherwise medically contraindicated due to other medical conditions.
 - b. a completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment.
 - c. a completed certificate of nonmedical exemption signed by a parent/guardian or an emancipated student and a physician, qualified physician assistant, or advanced practice nurse.

In the event of an outbreak of any communicable disease for which immunization is required, no exemption will be recognized and those students will be excluded from school.
3. Parents/guardians or emancipated students who assert a nonmedical exemption must submit either a completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment or a completed certificate of nonmedical exemption that is signed by a parent/guardian or emancipated student and a physician, qualified physician assistant, or advanced practice nurse on an annual basis. Such submission will occur at the beginning of each school year that the non-medical exemption is asserted.
4. Parents/guardians or emancipated students who assert an exemption from immunizations based on a medical reason will submit the required medical exemption form to the school one time. The medical exemption form must be maintained on file at each new school the student attends.
5. Each school in the district annually provides the school's specific immunization and exemption rates for the measles, mumps, and rubella vaccine for the school's enrolled student population for the previous school year compared to the vaccinated children standard.
6. The district will provide upon request an immunization reporting form. The school nurse is responsible for seeing that required information is included on the form and transferred to an official certificate of immunization as required.
7. If there is a failure to comply with the immunization requirements, the school nurse will personally notify the parent/guardian or emancipated student. Such notification will be accomplished by telephone, e-mail, or in person. If this is not possible, contact will be by physical mail. Emancipated students must be contacted directly rather than through their parents/guardians.

The parent/guardian or emancipated student will be notified of the following:

- a. that up-to-date immunizations are required under Colorado law.
 - b. that within fourteen (14) days of notification, the parent/guardian must submit one of the following: an authorization for administration of the immunization by public health officials; a completed certificate of medical or nonmedical exemption; a completed certificate of completion of the online education module administered by the Colorado Department of Public Health and Environment; or documentation to the school showing that the next required immunization has been given and a written plan for completion of all required immunizations.
 - c. that if the required documentation is not submitted within fourteen (14) days of notification or if the student begins but does not continue or complete the written plan, the student will be suspended or expelled.
8. A student who fails to comply will be suspended by the principal for up to five days and notice of the suspension sent to the Health Department, in accordance with applicable law.
 9. If no certificate of immunization is received during the period of suspension, the superintendent will institute proceedings for expulsion.
 10. Any suspension or expulsion under this policy will terminate automatically upon compliance.
 11. Record of any such suspension or expulsion will be contained in the student's health file, with an appropriate explanation – not in the student's disciplinary file.

Any student expelled for failure to comply with the immunization requirements will not be included in calculating the dropout rate, but will be included in the annual report to the State Board of Education.

Students in out-of-home placements

The following procedure applies to students in out-of-home placements, as that term is defined by C.R.S. 22-32-138(1)(h).

Unless the district or school is otherwise authorized to deny enrollment to a student in out-of-home placement, the district or school must enroll the student regardless of whether the district or school has received the student's immunization records. Upon enrolling the student, the school must notify the student's legal guardian that unless the school receives the student's certificate of immunization or a written authorization for administration of immunizations within fourteen (14) days after the student enrolls, the school will suspend the student until such time as the school receives the certificate of immunization or authorization.

Approved: 1980 Revised: 08/12/93, 06/16/97, 08/23/01, 11/13/08, 08/11/2011, 02/14/19, 10/14/21

File: JLCD

Administering Medications to Students

School personnel may not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours and the student's parent/guardian is not available to administer the medication during the school day.

Medication may be administered to students by school personnel whom a registered nurse has trained and delegated the task of administering such medication. For purposes of this policy, the term “medication” includes both prescription medication and nonprescription medication, but does not include medical marijuana.

Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy will be considered a violation of Board policy concerning drug and alcohol involvement by students and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

The administration of medical marijuana must be in accordance with the Board's policy on administration of medical marijuana to qualified students.

The term “nonprescription medication” includes but is not limited to over-the-counter medications, homeopathic and herbal medications, vitamins and nutritional supplements.

Medication may be administered to students by the school nurse or other school designee only when the following requirements are met:

1. Medication must be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and name of the prescribing health care practitioner must be printed on the container.
2. The school must have received written permission from the student's parent/ guardian to administer the medication to the student and either:
 - a. Written permission to administer the medication from the student's health care practitioner with prescriptive authority under Colorado law; or
 - b. A standing medical order if the medication is an over-the-counter medication such as Advil or Tylenol
3. The parent/guardian is responsible for providing all medication to be administered to the student.
4. The nonprescription medication is a product that has been approved by the federal Food and Drug Administration (FDA).

Self-Administration of Medication

A student who is prescribed medication by a licensed health care practitioner, may possess and self-administer medication to treat the student's diabetes, asthma, food or other allergy, anaphylaxis or related, life-threatening condition or other condition for which the medication is prescribed. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication must be in accordance with regulation JLCD-R.

Authorization for a student to possess and self-administer medication for the purposes described above, may be limited or revoked by the school principal after consultation with the school nurse and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Stock Epinephrine Policy

The District will have a stock supply of emergency use epinephrine at Marsh Elementary, Bill Metz Elementary, Monte Vista Middle School, Monte Vista High School and Byron Syring Delta Center for use in emergency anaphylaxis events that occur on these school grounds. Any administration of a stock emergency use epinephrine to a student by a district employee must be in accordance with applicable state law, including applicable State Board of Education rules.

The District's stock supply of emergency use epinephrine is not intended to replace student-specific orders or medication provided by the student's parent/guardian to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition. Parents of students with known allergies who have a prescription for epinephrine are expected to provide the school with epinephrine auto-injectors and a Colorado Allergy and Anaphylaxis Emergency Care Plan and Medication Orders.

The district will have a prescription and standing order for stock epinephrine from a licensed physician and shall administer per order following the district's Stock Epinephrine Auto-injector Procedure, (see Policy JLCD-R-1 Stock Epinephrine Standing Order and Procedure).

The emergency use epinephrine will be kept in a secure location that is easily accessible to staff.

Monte Vista School District staff will be trained to recognize anaphylaxis, reduce the risk of an allergic reaction and how to respond to an allergic reaction. At least two employees in each building where stock emergency use epinephrine are available who are CPR/1st Aid certified will be trained and designated by the school nurse in the administration of stock epinephrine auto-injectors.

Use of Stock Opioid Antagonists

The district may acquire and maintain a stock supply of opioid antagonists to assist a student, district employee, or any other person who is at risk of experiencing **or** is experiencing an opioid-related drug overdose event. For purposes of this policy: An opioid antagonist means naloxone hydrochloride or any similarly acting drug that is not a controlled substance and that is approved by the

federal Food and Drug Administration (FDA) for the treatment of a drug overdose.

An employee or agent of Monte Vista School District may, after receiving appropriate training, administer an opioid antagonist on school grounds to assist an individual who is at risk of experiencing an opioid-related drug overdose event.

Adopted: 09/24/83 Revised: 03/09/95, 08/23/01, 10/13/05, 10/14/10, 09/13/18, 04/11/19, 04/16/20, 10/14/21, 01/16/23, 10/13/25

File: JLCD-R

Administering Medications to Students

If under exceptional circumstances a student is required to take medication during school hours, only the school nurse or the nurse's designee may administer the medication to the student in compliance with the following regulation. In the alternative, the parent/guardian may come to school to administer the medication.

1. All directives of the accompanying policy must be followed.
2. Written orders from the student's health care practitioner with prescriptive authority under Colorado law must be on file in the school stating:
 - a. Student's name
 - b. Name of medication
 - c. Dosage
 - d. Purpose of the medication
 - e. Time of day medication is to be given
 - f. Anticipated number of days it needs to be given at school
 - g. Possible side effects
3. The medication must be brought to school in a container appropriately labeled by the pharmacy or health care practitioner.
4. An individual record must be kept of medications administered by school personnel.
5. Medication must be stored in a clean, locked cabinet or container. Emergency medications (such as epinephrine) must be inaccessible to students, but immediately available to trained school personnel and not in a locked cabinet.

Unless these requirements are met, medication will not be administered to students at school.

Self-Administration of Medication

A school may permit a student to possess and self-administer medication, such as insulin via pump, an inhaler, epinephrine, or other prescription medication, if all of the following conditions are met:

1. Written authorization signed by the student's health care practitioner must be on file with the school which must include the student's name; the name, purpose, prescribed dosage, frequency, and length of time between dosages of the medication(s) to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.
2. The school nurse or school administrator, in consultation with the school nurse, the student's health care practitioner, and the student's parent/guardian collaborate to make an assessment of the student's knowledge of their condition and ability to self-administer medication.
3. A written statement signed by the student's parent/guardian must be on file with the school, which must include permission for the student to self-administer their medication and a release from liability for any injury arising from the student's self-administration of such medication.
4. A written contract between the school nurse, school administrator, the student, and the student's parent/guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees.

A treatment plan authorizing a student to possess and self-administer medication for diabetes, asthma or anaphylaxis is effective only for the school year in which it is approved.

A student must report to the school nurse or designee or to some adult at the school immediately after the student uses an emergency use epinephrine during school hours. Upon receiving such report from a student, the school nurse, designee, or other adult will provide appropriate follow-up care to the student, which must include making a 911 emergency call.

Approved: 03/09/05 Revised: 10/24/96, 08/23/01, 10/13/05, 10/14/10, 02/11/16, 09/13/18, 10/14/21, 10/13/25

File: JLCDA*

Students with Food Allergies

The Board recognizes that many students are being diagnosed with potentially life-threatening food allergies. To address this issue and meet state law requirements concerning the management of food allergies and anaphylaxis among students, the Board sets forth the following requirements.

Health care plan

The school nurse, or a school administrator in consultation with the school nurse, shall develop and implement a health care plan (plan) for each student with a diagnosis of a potentially life-threatening food allergy. The plan shall address communication between the school and emergency medical services, including instructions for emergency medical responders. If a student qualifies as a student

with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

Reasonable accommodations

Reasonable accommodations shall be made to reduce the student's exposure to agents that may cause anaphylaxis within the school environment. If a student qualifies as a student with a disability in accordance with federal law, the student's Section 504 plan, Individualized Education Program (IEP), and/or other plan developed in accordance with applicable federal law shall meet this requirement.

Access to emergency medications

Emergency medications for treatment of the student's food allergies or anaphylaxis shall be kept in a secure location accessible to designated school staff. Whenever possible and in a timely fashion, the student's parent/legal guardian shall supply the school with the medication needed for treatment of the student's food allergies or anaphylaxis, unless the student is authorized to self-carry such medication in accordance with Board policy JLCD, Administration of Medications.

Staff training

Principal or equivalent school administrator, in consultation with the school nurse, shall determine the appropriate recipients of emergency anaphylaxis treatment training, which shall include those staff directly involved with a student who has a known food allergy during the school day. At a minimum, the training shall prepare staff to have a basic understanding of food allergies and the importance of reasonable avoidance of agents that may cause anaphylaxis, the ability to recognize symptoms of anaphylaxis, and the ability to respond appropriately when a student suffers an anaphylactic reaction. The training shall also include instruction in the administration of self-injectable epinephrine.

Adopted: 5/27/10

File: JLCDB

Administration of Medical Marijuana to Qualified Students

The Board strives to honor families' private medical decisions while ensuring a learning environment free of disruption. To accomplish these goals, the district restricts the administration of medications, including medical marijuana, during school hours unless administration cannot reasonably be accomplished outside of school hours.

Administration of medical marijuana to qualified students must be in accordance with this policy. Administration of all other prescription and nonprescription medications to students must be in accordance with applicable law and the Board's policy concerning the administration of medications to students.

Definitions

For purposes of this policy, the following definitions must apply:

1. "Designated location" means a location identified in writing by the school district in its sole discretion and may include a location on the grounds of the school in which the student is enrolled, upon a school bus in Colorado, or at a school-sponsored event in Colorado.
2. "Medical marijuana" means a cannabis product with a delta-9 tetrahydrocannabinol (THC) concentration greater than 0.3 percent.
3. "Permissible form of medical marijuana" means nonsmokeable products such as oils, tinctures, edible products or lotions that can be administered and fully ingested or absorbed in a short period of time. Patches and other forms of administration that continue to deliver medical marijuana to a qualified student while at school may be appropriate for students who receive ongoing adult assistance or on a case-by-case basis as determined by the district when adequate protections against misuse may be made. Forms of medical marijuana not included in this definition may be proposed by the qualified student's primary caregiver to the superintendent, who may authorize such a request after consultation with appropriate medical personnel chosen by the district.
4. "Primary caregiver" means the qualified student's parent, guardian or other responsible adult over eighteen years of age who is identified by the student's parent/guardian as the qualified student's primary caregiver. In no event may another student or a staff member be recognized as a primary caregiver, unless the staff member is the student's parent/guardian. Any primary caregiver seeking access to school or district property, a school bus or school-sponsored event for purposes of this policy must comply with the Board's policy and/or procedures concerning visitors to schools and all other applicable policies.

NOTE: Each parent or guardian can be designated as a primary caregiver for a qualified student under the age of 18. C.R.S. 25-1.5-106 (8)(b).

5. "Qualified student" means a student who holds a valid recommendation for medical marijuana from a licensed physician and is registered with the Colorado Department of Public Health and Environment for the use of medical marijuana and for whom the administration of medical marijuana cannot reasonably be accomplished outside of school hours.

Permissible administration of medical marijuana to a qualified student by a primary caregiver

A qualified student's primary caregiver may administer a permissible form of medical marijuana to a qualified student in a designated location if all of the following parameters are met:

1. The qualified student's parent/guardian has provided the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and valid registration from the state of Colorado authorizing the student to receive medical marijuana;
2. The qualified student's parent/guardian signs a written acknowledgement assuming all responsibility for the provision, administration, maintenance and use of medical marijuana under state law, and releases the district from liability for any injury that occurs pursuant to this policy;
3. The qualified student's parent/guardian or primary caregiver must be responsible for providing the permissible form of medical marijuana to be administered to the qualified student;

4. The district determines, in its sole discretion, that a location and a method of administration of a permissible form of medical marijuana are available that do not create risk of disruption to the educational environment or exposure to other students;
5. Either the district determines, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency, or, after administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver may remove any remaining medical marijuana from the grounds of the school, district, school bus or school-sponsored event; and
6. The district prepares, with the input of the qualified student's parent/guardian, a written plan that identifies the form, designated location(s), instructions or treatment plan for administration from one of the student's recommending physicians, and any additional protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan must be signed by the school administrator, the qualified student (if capable) and the qualified student's parent/guardian.

Permissible administration of medical marijuana to a qualified student by school personnel

School personnel may volunteer to store, administer, or assist in the administration of medical marijuana to a qualified student in a designated location if the following parameters are met:

1. The qualified student's parent/guardian has provided the school with a copy of the student's valid recommendation for medical marijuana from a licensed physician and valid registration from the state of Colorado authorizing the student to receive medical marijuana;
2. The qualified student's parent/guardian signs a written acknowledgment granting permission for the school personnel who volunteer to store, administer, or assist in the administration of medical marijuana under state law, and releases the district from liability for any injury that occurs pursuant to this policy;
3. The qualified student's parent/guardian or primary caregiver must be responsible for providing the permissible form of medical marijuana to be administered to the qualified student;
4. The district determines, in its sole discretion, that a location and a method of administration of a permissible form of medical marijuana are available that do not create risk of disruption to the educational environment or exposure to other students;
5. The district determines, in its sole discretion, the location of a locked storage container to store the qualified student's medical marijuana that does not significantly delay access to or the administration of the medical marijuana in a medical emergency; and
6. The district prepares, with the input of the qualified student's parent/guardian, a written plan that identifies the form, designated location(s), instructions or treatment plan for administration from one of the student's recommending physicians, and any additional protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan must be signed by the school administrator, the school personnel who volunteer to store, administer, or assist in the administration of the medical marijuana, the qualified student (if capable), and the qualified student's parent/guardian.

Additional parameters

This policy conveys no right to any student or to the student's parents/guardians or other primary caregiver to demand access to any general or particular location on school or district property, a school bus or at a school-sponsored event to administer medical marijuana.

This policy does not apply to school grounds, school buses or school-sponsored events located on federal property or any other location that prohibits marijuana on its property.

Permission to administer medical marijuana to a qualified student may be limited or revoked if the qualified student and/or the student's primary caregiver violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

Student possession, use, distribution, sale or being under the influence of marijuana inconsistent with this policy may be considered a violation of Board policy concerning drug and alcohol involvement by students or other Board policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

If the federal government indicates that the district's federal funds are jeopardized by this policy, the Board declares that this policy must be suspended immediately and that the administration of any form of medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event must not be permitted. The district shall post notice of such policy suspension and prohibition in a conspicuous place on its website.

Adopted: 04/11/2019 Revised: 04/16/20, 01/21/21, 10/14/21

File: JLCDC*

Medically Necessary Treatment in School Setting

The provision of medically necessary treatment to students by private health-care specialists must be done in accordance with this policy. If medically necessary treatment requires administration of prescription and/or nonprescription medications to students, such administration must be in accordance with applicable law and the Board's policy concerning the administration of medications to students.

Definitions

For purposes of this policy, the following definitions apply:

1. "Medically necessary treatment" means treatment recommended or ordered by a Colorado licensed health-care provider acting within the scope of the health-care provider's license.
2. "Private health-care specialist" means a health-care provider who is licensed, certified, or otherwise authorized to provide health-care services in Colorado, including pediatric behavioral health treatment providers pursuant to the state medical assistance program, C.R.S. 25.5, articles 4, 5, and 6, and autism services providers who provide treatment pursuant to C.R.S. 10-16-104 (1.4). In no event may a school district or administrative unit staff member

be recognized as a private health-care specialist for the purposes of this policy.

Notification of Rights

Parents and/or legal guardians of a student with disabilities will be notified that section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and Title II of the federal "Americans with Disabilities Act of 1990" provide rights and protections to students to access medically necessary treatment required by the student to have meaningful access to the benefits of a public education, or to attend school without risks to the student's health or safety due to the student's disabling medical condition.

Determination Whether Medically Necessary Treatment Must be Provided on School Premises

1. It will be the responsibility of a student's IEP team or 504 team to determine whether any medically necessary treatment must be provided to the student within the school setting in order for the student to access their education, pursuant to section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and Title II of the federal "Americans with Disabilities Act of 1990."
2. When making the determination whether medically necessary treatment must be provided within the school setting, the student's IEP team or 504 team will invite the private health-care specialist who ordered or recommended the medically necessary treatment to attend the student's IEP meeting or 504 meeting at which the issue will be discussed. The invitation will include the option for the private health-care specialist to submit information in writing that can be reviewed at such IEP meeting or 504 meeting. The invitation will be given not less than ten (10) calendar days in advance of the IEP or 504 meeting.
3. Nothing in this policy will be construed to prevent the district from using its own staff, if qualified, or contracting with a qualified provider of its choice to provide medically necessary treatment that a student's IEP team or 504 team has determined must be provided in the school setting pursuant to section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and/or Title II of the federal "Americans with Disabilities Act of 1990."
4. Nothing in this policy will be construed to require the district to permit a third party to determine or provide special education or related services in the school setting in a way that interferes with the districts' obligations and authority under federal law.

Access to School Setting by Private Health-Care Specialists

1. *Access to provide medically necessary treatment.* A private health-care specialist may be granted access to school or district property to provide medically necessary treatment in accordance with the determination of the student's IEP team or 504 team, and subject to the Board's policy and/or procedures concerning visitors to schools and all other applicable policies, and subject to the provisions of regulation JLCDC-R.
2. *Access to solely observe student or collaborate with school personnel.* A private health-care specialist may be granted access to school or district property to observe the student in the school setting or collaborate with school personnel regarding the student, without providing direct treatment to the student, in accordance with the determination of the student's IEP team or 504 team, and subject to the Board's policy and/or procedures concerning visitors to schools and all other applicable policies.

Permission to provide medically necessary treatment on school premises may be limited or revoked if the private health-care specialist violates this policy or JLCDC*-R or demonstrates an inability to responsibly follow the requirements of the school district or administrative unit.

Appeal

If the IEP team or the 504 team determines that any medically necessary treatment is not required to be provided in the school setting pursuant to section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and/or Title II of the federal "Americans with Disabilities Act of 1990," the IEP team or 504 team will provide notice to the student's parents or legal guardian that the student has a right to appeal such determination. Such appeal must meet, at a minimum, the following requirements:

- (a) The district will hold an appeal hearing within a reasonable time after it has received the request for an appeal from the parent or student.
- (b) The district will give the parent and student notice of the date, time, and place, reasonably in advance of the appeal hearing.
- (c) The appeal hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing.
- (d) The district will give the parent and student a full and fair opportunity to present evidence relevant to the issue whether the medically necessary treatment as ordered or recommended by a private health-care specialist is required to be provided in the school setting pursuant to section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and/or Title II of the federal "Americans with Disabilities Act of 1990." The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
- (e) The district will make its decision in writing within a reasonable period of time after the appeal hearing.
- (f) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Reporting

Each school shall designate a particular staff member to report the following to the superintendent or designee on a regular basis: the name of the requesting student, the student's request, and the outcome of the request, whether accepted or denied.

Adopted: 08/21/23

File: JLCDC*-R

Authorizing Private Health-Care Specialists to Provide Medically Necessary Treatment in School Setting

A private health-care specialist may be permitted to come onto the premises of any district school for the purpose of providing medically necessary treatment to a student if it has been determined by the student's IEP team or 504 team that such medically necessary

treatment must be provided to the student within the school setting pursuant to section 504 of the federal "Rehabilitation Act of 1973", 29 U.S.C. sec. 794, as amended, and Title II of the federal "Americans with Disabilities Act of 1990."

Such treatment will not occur on school premises unless the following minimum requirements are met:

1. The district prepares, with the input of the private health-care specialist and the student's parent/guardian, a written plan that identifies the form, designated location(s), treatment plan for administration from the private health-care specialist, and any additional protocol regarding administration of medically necessary treatment to the student, which may include implementing a background check for the private health-care specialist, requirements that the private health-care specialist be appropriately supervised by the employing agency, or other protocol(s) if deemed necessary by the District. The written plan must be signed by the school administrator, the student (if capable), the private health-care specialist, and the student's parent/guardian.
2. The district provides a representative who has the authority and responsibility to work with the parents and private health-care specialist to schedule and/or cancel the private health-care specialist's visits to the school to provide medically necessary treatment.
3. The student's parent signs a parental consent form to any medically necessary treatment in the school setting.
4. The private health-care specialist signs a Confidentiality Affidavit certifying that they will comply with the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), and shall not read any documents or file materials pertaining to any student other than the qualifying student.
5. The private health-care specialist provides a certificate of insurance of General Liability, Auto Liability, and Professional Liability insurance. The General Liability and Auto Liability policies must name the district as an additional insured party.
6. The private health-care specialist provides proof of Colorado licensure.
7. The private health-care specialist signs an Assumption of Risk form waiving any and all claims and demands for relief concerning any physical or emotional harm, injury, or damage to the private health-care specialist caused by the student and/or any other student.

After the medically necessary treatment begins, the treatment is subject to the following conditions:

1. At all times, through implementation of this regulation and associated policy, all parties shall strive to avoid disruption to the learning environment of all students, avoid disruption to the student's access to special education services, and maintain the integrity of all students' instructional programs.
2. The private health-care specialist must give at least two weeks' advance notice of any additional visits to the school to work with the student that were not mentioned in the written plan.
3. The district has sole discretion to deny an additional visit, or reschedule or modify any planned visit, if the visit to the school would interfere with the school's necessary activities, schedule of school staff, or scheduling priorities. Except in an emergency, the private health-care specialist and the student's parent/guardian will be given two weeks' advance notice of any rescheduling or modification of an existing visit.
4. The student's parent/guardian will be solely responsible for compensating the private health-care specialist for medically necessary treatment, and the district will have no financial obligation to the private health-care specialist for fees, expenses, or any other associated cost. If the private health-care specialist offers suggestions, professional observations, opinions, advice, or consultation to and for district staff, the district will not be obligated to pay any associated fee or charge.
5. The private health-care specialist must follow all applicable provisions of state and federal law and district policies during any time the private health-care specialist is on district premises.
6. The district will not exercise supervisory control over the content or nature of private health-care specialist's medically necessary treatment of the student. However, if requested, the district is entitled to advance discussion and review of the content and nature of such services in order to coordinate the medically necessary treatment with other classroom and school activities.
7. Permission for the private health-care specialist to administer medically necessary treatment to a student, and to remain on district property, may be limited or revoked if the private health-care specialist violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

Adopted: Anticipated Adoption 8/21/23

File: JLDAC

Screening/Testing of Students and Treatment of Mental Disorders

Parents/guardians and eligible students have the right to review any survey, assessment, analysis or evaluation administered or distributed by a school to students whether created by the district or a third party. For purposes of this policy, "eligible student" means a student 18 years of age or older or an emancipated minor. Any survey, assessment, analysis or evaluation administered or distributed by a school to students shall be subject to applicable state and federal laws protecting the confidentiality of student records.

Survey, Assessment, Analysis or Evaluation for Which Consent is Required

Except as otherwise permitted by law, students shall not be required to submit to a survey, assessment, analysis, or evaluation that is intended to reveal information, whether the information is personally identifiable or not, without prior written consent of the parent/guardian or eligible student, if that survey, assessment, analysis, or evaluation reveals information in the following areas ("protected information"):

1. Political affiliations or beliefs of the student or the student's parent/guardian
2. Mental or psychological conditions of the student or the student's family
3. Sexual behavior or attitudes
4. Illegal, anti-social, self-incriminating or demeaning behavior
5. Critical appraisals of other individuals with whom the student has a close family relationship
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians and ministers
7. Religious practices, affiliations or beliefs of the student or the student's parent/guardian

8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)
9. Social security number

School personnel responsible for administering any such survey, assessment, analysis or evaluation shall give written notice at least two weeks in advance to the student's parent/guardian or the eligible student and shall make a copy of the document available for viewing at convenient times and locations. The notice shall offer to provide the following written information upon request:

1. Records or information that may be examined and required in the survey, assessment, analysis or evaluation
2. The means by which the records or information shall be examined, reviewed, or disseminated
3. The means by which the information is to be obtained
4. The purposes for which the records or information are needed
5. The entities or persons, regardless of affiliation, who will have access to the information; and
6. A method by which a parent/guardian can grant or deny permission to access or examine the records or information

These notice provisions also apply to any survey, analysis or evaluation funded by the U.S. Department of Education.

Exceptions to policy

Nothing in this section of the policy shall:

1. Prevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, assessment, analysis or evaluation without obtaining consent as long as such participation is not otherwise prohibited by law
2. Be construed to prevent a district employee from reporting known or suspected child abuse or neglect as required by state law
3. Be construed to limit the ability of a health professional that is acting as an agent of the school district to evaluate an individual child
4. Be construed to require parental notice or consent for a survey, assessment, analysis or evaluation related to educational products or services for or to students or educational institutions. These products and services include, but are not limited to, the following:
 - College or other postsecondary education recruitment or military recruitment activities
 - Book clubs, magazines and programs providing access to low-cost literary products
 - Curriculum and instructional materials used by district schools
 - Tests and assessments used by district schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students
 - The sale by students of products or services to raise funds for school-related or education-related activities
 - Student recognition programs
5. Be construed to require parental notice or consent for assessments used to collect evidence of what a student knows and is able to do and to measure a student's academic progress toward attaining a content standard
6. Limit the ability of the District to administer a suicide assessment or threat assessment (with the understanding that parents/guardians will be notified that such an assessment was administered.)

Surveys, Assessment, Analysis or Evaluation for Marketing Purposes

Parents/guardians and eligible students shall receive notice and have the opportunity to opt a student out of activities involving the collection, disclosure or use of personal information collected from the student for the purpose of marketing or selling that information or otherwise providing the information to others for that purpose.

Annual notice

At the beginning of each academic year, the district shall inform parents/guardians and eligible students that the parent/guardian or eligible student has the right to consent before students are required to submit to a survey that concerns one or more of the protected areas and to opt out of the following:

1. Activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information;
2. The administration of any protected information survey; or
3. Any non-emergency, invasive physical examination or screening (other than a hearing, vision or scoliosis screening) that is:
 - Required as a condition of attendance;
 - Administered by the school and scheduled by the school in advance; and
 - Not necessary to protect the immediate health and safety of the student or of other students.

Psychiatric/Psychological/Behavior Testing Methods or Procedures

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used. Prior to conducting any such testing, school personnel shall obtain written permission from the parent/guardian or eligible student in accordance with applicable law.

School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian, and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns that school personnel may have. Only those persons appropriately certified or licensed may expose students to any psychiatric or psychological method or procedure for the purpose of diagnosis, assessment or treatment of any emotional, behavioral or mental disorder or disability. Such methods or procedures may only be performed after acquiring written permission from a student's parent or guardian, or from the student in those circumstances in which federal or state law allows the student to obtain such services in confidence or without prior notice to the parent/guardian.

Licensed school personnel are encouraged to be knowledgeable about psychiatric or psychological methods and procedures but shall not be involved in any diagnosis, assessment or treatment of any type of mental disorder or disability unless appropriately certified. In accordance with state law, school personnel including certified school psychologists are not authorized to practice psychotherapy or utilize any psychiatric or psychological procedure outside of or beyond their area of training, experience or competence.

Ordinary classroom instruction, activities and techniques involving the approved curriculum that teach about psychological or psychiatric methods or procedures shall be permissible and considered outside the scope of this policy. It is understood that there is a significant difference between practicing therapy and providing activities that may be therapeutic in nature. Any teacher who questions whether a planned activity is one involving psychiatric or psychological methods or procedures for which the teacher may not be properly certified or licensed shall consult with the school principal.

Special Education Evaluation

The giving of parental permission for evaluation or re-evaluation of a student with disabilities and any required consent to the provision of special education services to a student with disabilities is governed by state and federal law and is outside the scope of this policy.

Adopted: 04/11/91 Revised: 11/11/91, 08/10/00, 08/21/03, 10/11/07, 10/06/09, 01/10/13

File: JLDAC-E

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents/guardians certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey"), if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
 - a. Political affiliations or beliefs of the student or student's parent/guardian.
 - b. Mental or psychological problems of the student or student's family.
 - c. Sex behavior or attitudes.
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior.
 - e. Critical appraisals of others with whom respondents have close family relationships.
 - f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers.
 - g. Religious practices, affiliations, or beliefs of the student or parents/guardians.
 - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding.
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student.
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students.
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes.
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents/guardians to a student who is 18 years old or an emancipated minor ("eligible student") under state law.

The district will develop and adopt policies, in consultation with parents/guardians, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

The district will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify, such as through U.S. Mail or electronic mail, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted above and will provide an opportunity for the parent/guardian to opt his or her child out of participation in the specific activity or survey. The district will make this notification to parents/guardians at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time.

For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales or other distribution.
2. Administration of any protected information survey not funded in whole or in part by ED.
3. Any non-emergency, invasive physical examination or screening as described above.

Parents/guardians and eligible students who believe their rights have been violated may file a complaint with:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

Approved: 11/15/2007, 05/13/2024

File: JQ

Student Fees, Fines and Charges

Students shall not be charged an instructional fee as a condition of enrollment in school or as a condition of attendance in any class that is considered part of the academic portion of the district's educational program except tuition when allowed by law. However, the district may require students to pay textbook fees, fees for expendable materials and other miscellaneous fees as more fully set forth in this policy.

All student fees and charges shall be adopted by the Board. The fee shall remain in place until modified or removed by Board resolution. All student fees adopted by the Board shall be used for the purposes set forth in the motion and shall not be spent for any other purpose.

When publicizing any information concerning any fee authorized to be collected by this policy, the school shall specify whether the fee is voluntary or mandatory and the specific activity from which the student will be excluded if the fee is not paid.

Among the fees which the Board may authorize are the following:

Technology

Students may be asked to pay a non-refundable fee for the use of one-to-one technology devices to cover insurance and other costs associated with the device.

Textbooks and Library Resources

Textbooks shall be provided on a loan basis. Students may be asked to pay a nonrefundable rental fee reasonably related to the actual cost of some or all of the textbooks provided for the student. The rental fee and corresponding depreciation schedule shall be adopted by the Board prior to the textbook's introduction into the classroom. No rental fee will be assessed for textbooks and workbooks used in the classroom for reference.

It is expected that students shall return textbooks and library resources to the school in good condition except for ordinary wear.

Students shall be assessed fines for

lost, damaged or defaced books (including those checked out from the library), materials or equipment. The fines will be for the amount of the loss. In computing a fine, 20 percent of the original cost of a book or library resource will be deducted for each year it has been used.

If the school district has made a reasonable effort to obtain payment for lost or damaged textbooks or library resources to no avail, the district may then withhold the diploma, transcript or grades of any student who fails to return or replace such textbooks or library resources at the end of the semester or school year. If a student is graduating, the district may deny the privilege of participation in the graduation ceremony if the student has failed to return or replace a textbook or library resource by the date of the ceremony.

Alternative payment methods, such as installment plans or school service, shall apply to students who are unable to pay.

A student shall not be refused use of textbooks based on failure to pay the required fees.

Fees for expendable supplies and materials

Teachers shall determine a basic course for each class which can be completed with materials furnished by the school. However, students may be charged a fee for expendable supplies and materials used in the course. Fees for expendable supplies and materials shall relate directly to the actual cost of providing these materials to the student. Students shall be required to pay for materials that go into shop, crafts or art projects that are above the basic requirements for the course and are to be retained by the student.

Miscellaneous fees

Students may be asked to pay miscellaneous fees and expenses on a voluntary basis as a condition of attending, participating in, or obtaining materials/clothing/ equipment used in a school-sponsored activity or program not within the academic portion of the educational program.

Rental fees for the use of items such as choral robes, band uniforms and school-owned instruments shall be approved by the Board upon the recommendation of the superintendent.

Students participating in activities which are not required by the teacher or used in the determination of a grade may be required to pay charges covering the cost of the activity. Such charges may include but are not limited to admission fees, food costs and transportation costs on activity trips. However, it is incumbent upon the teacher and principal to make every effort to be sure no student is denied the right to participate in trips or other enrichment activities because of lack of funds.

The district may impose and collect a fee for the payment of excess transportation costs in accordance with state law. Only those students who use the district's transportation services shall be required to pay any transportation fee.

Waiver of fees

All fees, fines and charges for textbooks and expendable supplies and materials required for classes within the academic portion of the educational program and any transportation fee shall be waived for indigent students. For purposes of determining if a student is able to pay, an indigent student is defined as any child who is eligible for a free or reduced price lunch under the federal poverty income guidelines.

All fees for textbooks, expendable supplies and materials, and miscellaneous fees shall be waived for students in out-of-home placements, as that term is defined by C.R.S 22-32-138 (1)(h).

Fee schedule

The district shall prepare and make available upon request a complete list of student fees, describing how the amount of each fee was derived and the purpose of each fee.

Parents shall be informed on the fee schedule or otherwise regarding how to apply for a waiver of fees, whether fees are voluntary or mandatory and the specific activity from which the student will be excluded if the fee is not paid. Students qualifying for a fee waiver will receive it without unnecessary embarrassment or public exposure of their need.

Adopted: Date of Manual Adoption, Revised: 08/25/94, 08/24/95, 09/11/97, 08/21/03, 10/13/05, 11/13/08, 06/19/14, 10/03/19

File: JRA/JRC

Student Records/Release of Information on Students

In recognition of the confidential nature of student education records, no person or agency may access student education records without prior written consent from the student's parent/guardian or the eligible student, except as set forth in law and this policy.

The superintendent or designee will provide for the proper administration of student records in accordance with law, including the implementation of safeguard measures or procedures regarding access to and disclosure of student education records.

Content and Custody of Student Education Records

The principal is the official custodian of records in his or her building.

Student education records in all formats and media, including photographic and electronic, are those records that relate directly to a student. Student education records may contain, but will not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations; reports of serious or recurrent behavior patterns and any individualized education program (IEP).

Student education records do not include records maintained by a law enforcement unit of the school or District that are created by that unit for the purpose of law enforcement.

Nothing in this policy will prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from a student's education records.

In accordance with applicable law, requests for inspection and review of student education records, requests for copies of such records, and disclosure of personally identifiable information therein must be maintained as a part of each student's education record.

School personnel must use reasonable methods to authenticate the identity of parents, students, school officials, and any other party to whom they disclose student education records. Authentication of identity prior to disclosure of electronic records through passwords or other security measures will be required.

Access to Student Education Records by Parents and Eligible Students

A parent/guardian ("parent") has the right to inspect and review their child's education records, if the student is under 18 years of age. If a student is 18 years old or older ("eligible student"), the student may inspect or review his or her own education records and provide written consent for disclosure of such records and personally identifiable information therein. However, the parent is also entitled to access his/her child's education records, despite the lack of written consent from the eligible student, if the eligible student is a dependent for federal income tax purposes or the disclosure is in connection with a health or safety emergency. Access to student education records by parents or eligible students will be in accordance with the regulation accompanying this policy.

Request to Amend Student Education Records

A parent or eligible student may ask the district to amend a student education record they believe is inaccurate, misleading or otherwise violates the privacy rights of the student. Student grades cannot be challenged pursuant to this policy. Requests to amend a student education record must be in accordance with the regulation accompanying this policy.

Disclosure with Written Consent

Whenever the District is required by law or policy to seek written consent prior to disclosing personally identifiable information from a student's education record, the notice provided to the parent or eligible student will contain the following:

- a. The specific records to be disclosed;
- b. The specific reasons for such disclosure;
- c. The specific identity of any person, agency or organization requesting such information and the intended uses of the information;
- d. The method or manner by which the records will be disclosed; and
- e. The right to review or receive a copy of the records to be disclosed.

The parent's or eligible student's consent is only valid for the specific instance for which it was given. Consent for a student to participate in any course, school activity, special education program or in any other school program does not constitute the specific written consent required by this policy.

All signed consent forms will be retained by the District.

Disclosure Without Written Consent

The District may disclose student education records or personally identifiable information contained therein without written consent of the parent or eligible student if the disclosure meets one of the following conditions:

1. The disclosure is to a school official having a legitimate educational interest in the student education record or the personally identifiable information contained therein. In accordance with law, only those school officials who have a legitimate educational interest as described in this policy will be permitted access to specific student education records.
 - a. For purposes of this policy, a "school official" is a person employed by the District as an administrator, supervisor, teacher or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom the district has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, consultant or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student or other volunteer assisting another school official in performing his or her tasks.
 - b. A school official has a "legitimate educational interest" if disclosure to the school official is: (1) necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement; (2) used within the context of official District business and not for purposes extraneous to the official's areas of responsibility; (3) relevant to the accomplishment of some task or to a determination about the student; and (4) consistent with the purposes for which the data are maintained.
2. The disclosure is to officials of another school, school system or postsecondary institution that has requested the records and in which the student seeks or intends to enroll, or has enrolled. Any records sent during the student's application or transfer period may be supplemented, updated or corrected as necessary.
3. The disclosure is to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities.
4. The disclosure is in connection with a student's application for, or receipt of, financial aid.
5. The disclosure is to state and local officials and concerns the juvenile justice system's ability to effectively serve, prior to adjudication, the student whose records are disclosed as provided under the Colorado Open Records Act and Colorado Children's Code. Such records and personally identifiable information will only be disclosed upon written certification by the officials that the records and information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the parent or eligible student.
6. The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to develop, validate or administer predictive tests; to administer student aid programs; or to improve instruction.
7. The disclosure is to accrediting organizations for accrediting functions.
8. The disclosure is to the parent of an eligible student and the student is a dependent for IRS tax purposes.
9. The disclosure is in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or others.
10. The disclosure is to comply with a judicial order or lawful subpoena. The district will make a reasonable effort to notify the parent or eligible student prior to complying with the order or subpoena unless:
 - a. The court order or subpoena prohibits such notification; or
 - b. The parent is a party to a court proceeding involving child abuse and neglect or dependency matters and the court order is issued in the context of that proceeding.
11. The disclosure is to the Secretary of Agriculture, or authorized representative from the USDA Food and Nutrition Service or contractors acting on behalf of the USDA Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations and performance measurements of state and local educational agencies receiving funding or providing benefits of program(s) authorized under the National School Lunch Act or Child Nutrition Act.
12. The disclosure is to an agency caseworker or other representative of a state or local child welfare agency or tribal organization who has the right to access the student's case plan because such agency or organization is legally responsible, in accordance with applicable state or tribal law, for the care and protection of the student.
13. The disclosure is of "directory information" as defined by this policy.

Disclosure of Directory Information

Directory information may also be disclosed without written consent of the parent or eligible student. "Directory information" means information contained in a student's education record that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information which may be released may include the student's name, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, grade level, enrollment status, degrees, honors and awards received, the most recent previous education agency or institution attended by the student, and other similar information. Directory information also includes a student identification number or other unique personal identifier displayed on a student ID badge or used by the student to access or communicate in electronic systems, but only if the identifier cannot be used to gain access to student education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a password known only by the authorized user.

Student telephone numbers and addresses will not be disclosed pursuant to this section.

The parent or eligible student has the right to refuse to permit the designation of any or all of the categories of directory information if such refusal is received in writing in the office of the principal of the school where the student is in attendance no later than September 15 or the following Monday if September 15 is a Saturday or Sunday.

Disclosure of Disciplinary Information to School Personnel

In accordance with state law, the principal or designee will communicate disciplinary information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor to whom disciplinary information is reported must maintain the confidentiality of the information and will not communicate it to any other person.

State law requires the principal or designee to inform the student and the student's parent when disciplinary information is communicated and to provide a copy of the shared disciplinary information. The student and/or the student's parent may challenge the accuracy of such disciplinary information through the process outlined in this policy and accompanying regulation.

Disclosure to Military Recruiting Officers

Names, addresses and home telephone numbers, as well as directory information, of secondary school students must be released to military recruiting officers within 90 days of the request, unless a parent or student submits a written request that such information not be released. Reasonable and customary actual expenses directly incurred by the District in furnishing this information will be paid by the requesting service.

Disclosure to Medicaid

In all cases in which a student is enrolled in the Colorado Medicaid program, the District must release directory information consisting of the student's name, date of birth and gender to Health Care Policy and Financing (Colorado's Medicaid agency) to verify Medicaid eligibility of students. The District will obtain written consent annually from a parent before the release of any non-directory information required for billing. To accomplish this, the District will:

- include a consent form with the "start of school" information each fall

Disclosure to the Colorado Commission on Higher Education (CCHE)

On or before December 31st of each school year, the District will disclose to the CCHE the names and mailing addresses of those students enrolled in the eighth grade for use in mailing the notice of postsecondary educational opportunities and higher education admission guidelines as required by state law.

Annual Notification of Rights

The District will notify parents and eligible students of their rights pursuant to this policy at the beginning of each academic year. For notice to parents or eligible students who are disabled or whose primary or home language is a language other than English, the format or method of notice will be modified so it is reasonably likely to inform them of their rights.

A copy of the Family Educational Rights and Privacy Act, and this policy and accompanying regulation and exhibit may be obtained from the Office of the Superintendent during normal business hours.

Governing law

The District will comply with the Family Educational Rights and Privacy Act (FERPA) and its regulations as well as state law governing the confidentiality of student education records. The District is entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law will control.

Adopted: 11/22/77 Revised: 08/12/93, 07/18/96, 06/16/97, 09/10/98, 06/08/00, 08/10/00, 08/23/01, 06/10/03, 08/21/03, 10/13/05, 10/11/07, 01/13/11, 07/19/12, 8/8/13, 11/10/25

File: JRA/JRC-R

Student Records/Release of Information on Students

In accordance with policy JRA/JRC, this regulation contains the procedures to follow when a parent or eligible student seeks to review or challenge the content of student education records.

Request to review student education records

1. The parent or eligible student shall submit a written request to the principal of the school attended by the student, asking to review the student's education records.
2. Upon receipt of the written request, the principal or designee shall set a date and time for inspection and review of the records (usually within three working days after the request has been made).
3. The parent or eligible student shall examine the student's education records in the presence of the principal and/or other person(s) designated by the principal. The record itself shall not be taken from the school building.
4. During inspection and review of student education records by a parent or eligible student and when requested by them, the principal will provide personnel necessary to give explanations and interpretations of the records.
5. Upon request, one copy of the record shall be provided within a reasonable time to the parent or eligible student at a cost of \$.25 per page.

Request to amend student education records

1. The parent or eligible student shall submit a written request to the principal clearly identifying the part of the record to be amended and specifying why the record is inaccurate, misleading or otherwise violates the student's privacy rights.
2. The written request to amend the student's education records must be made in writing within 10 school days of the date the records were first examined by the parent or eligible student, unless additional time is granted by the district for good cause shown.
3. If the principal or school official denies the request to amend the student education record, the principal/school official shall notify the parent or eligible student of the decision and advise him or her of the right to a hearing to appeal the denial.

Request for a formal hearing

A request for a formal hearing must be made in writing and addressed to the superintendent of schools. The district's response to the request shall be mailed within 10 school days.

The hearing shall be held in accordance with the following:

1. The hearing will be held within 25 school days after receipt of the request. Notice of the date, place and time of the hearing will be forwarded to the parent or eligible student by certified mail.
2. The hearing will be conducted by a principal or higher administrative official as designated in writing by the superintendent. The official conducting the hearing shall not be the principal who made the initial decision nor shall it be anyone with a direct interest in the outcome of the hearing.
3. Parents or eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of their choice at their own expense, including an attorney.
4. The official designated above shall make a decision in writing within 20 school days following the conclusion of the hearing and shall notify the parent or eligible student of that decision by certified mail.
5. The decision of the official shall be based upon the evidence presented at the hearing and shall include a summary of the evidence and the reason for the decision.
6. The decision shall include a statement informing the parents or eligible student of the right to place in the student education record a statement commenting upon the information in the records and/or setting forth any reason for disagreement. Any explanation placed in the records shall be maintained by the district. If the student education record is disclosed by the district to any other party, the explanation shall also be disclosed to that party.

Issued 1980, Revised 01/13/11

File: JRA/JRC-E

Student Records/Release of Information on Students (Notification to Parents and Students of Rights Concerning Student Education Records)

The Family Educational Rights and Privacy Act (FERPA) and Colorado law afford parents/guardians (parents) and students over 18 years of age (eligible students) certain rights with respect to the student's education records, as follows:

1. The right to inspect and review the student's education records within a reasonable time period after the request for access is made (not to exceed 45 days). See JRA/JRC-R.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights. See JRA/JRC-R.
3. The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA and state law authorize disclosure without consent. See JRA/JRC.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-8520.
5. The right to refuse to permit the designation of any or all of the categories of directory information. See JRA/JRC.
The right to request that information not be provided to military recruiting officers. See JRA/JRC and JRA/JRC-E-4.

Approved: 10/11/07, Revised 1/13/11

File: JRCA

Sharing of Student Records/Information between School District and State Agencies

It is the Board of Education's intention to utilize all avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of school district staff, visitors, students, and the public and to protect property.

The superintendent is directed to develop procedures and a training program for staff consistent with this policy. The procedures shall direct school district personnel to provide and obtain student records and information to/from state agencies, including law enforcement and judicial department agencies, to the extent required or allowed by state and federal law.

Sharing of information by the school district

Disciplinary and attendance information shall only be shared with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the school district when necessary to effectively serve the student prior to adjudication. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.

School personnel who share disciplinary and attendance information concerning a student pursuant to this policy are immune from civil and criminal liability if they act in good faith compliance with state law.

Nothing in this policy shall prevent administrators, teachers or staff from disclosing information derived from personal knowledge or observation and not derived from student's education records.

Information obtained from state agencies

Within the bounds of state law, school district personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including to protect public safety and safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code.

School district personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. School personnel who knowingly violate this provision are subject to disciplinary action pursuant to **Board** policy and to a civil penalty of up to \$1,000.

If such information is shared with another school or school district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family **Educational** Rights and Privacy Act ("FERPA").

When a petition is filed in juvenile court or district court that alleges a student between the ages of 12 to 18 years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the school district in which the juvenile is enrolled.

The information shall be used by the Board of Education to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Board shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

Adopted: 10/10/2000

Revised: 05/07/13

File: JS

Student Use of Technology

Technology, which includes the Internet, electronic communications, social media, applications and artificial intelligence tools, has vast potential to support curriculum and student learning. The Board of Education believes appropriate technology should be used in schools as a learning resource to educate and to inform.

Use of technology requires students to think critically, analyze information, write clearly, use problem-solving skills and hone computer and research skills that employers demand. Use of these tools also encourages an attitude of lifelong learning and offers an opportunity for students to participate in distance learning activities, ask questions of and consult with experts, communicate with other students and individuals and locate material to meet educational and personal information needs.

Through the use of technology, students may access materials and information from many sources, including some that may be harmful to students. Although it is impossible to predict with certainty what information students might locate or come in contact with, the district will take reasonable steps to protect students from accessing material and information that is obscene, pornographic, or otherwise harmful to minors, as defined by the Board. Students are responsible for their own use of district technology devices to avoid contact with material or information that may be harmful to minors. For purposes of this policy, "district technology device" means any district-owned computer, hardware, software, or other technology that is used for learning purposes and has access to the Internet.

Blocking or Filtering Obscene, Pornographic and Harmful Information

Technology that blocks or filters material and information that is obscene, pornographic or otherwise harmful to minors, as defined by the Board, has been installed on all district computers having Internet or electronic communications access. Students must report access to material and information that is inappropriate, offensive or otherwise in violation of this policy to a staff member. If a student becomes aware of other students accessing such material or information, they must report it to a staff member.

No Expectation of Privacy

District technology devices are owned by the district and are intended for educational purposes at all times. Students have no expectation of privacy when using district technology devices. The district reserves the right to monitor, inspect, copy, review and store (at any time and without prior notice) all usage of district technology devices, including all Internet and electronic communications access and transmission/receipt of materials and information. All material and information accessed/received through district technology devices remains the property of the school district.

Unauthorized and Unacceptable Uses

Students must use district technology devices in a responsible, efficient, ethical and legal manner.

Because technology and ways of using technology are constantly evolving, every unacceptable use of district technology devices cannot be specifically described in policy. Therefore, examples of unacceptable uses include, but are not limited to, the following.

Students must not access, create, transmit, retransmit or forward material or information:

- that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons;
- that is not related to district education objectives;
- that contains pornographic, obscene or other sexually oriented materials, either as pictures or writings;
- that harasses, threatens, demeans, or promotes violence or hatred against another person or group of persons in violation of the district's nondiscrimination policies;
- for personal profit, financial gain, advertising, commercial transaction or political purposes;
- that plagiarizes the work of another;
- that uses inappropriate or profane language;
- that is knowingly false or could be construed as intending to purposely damage another person's reputation;
- in violation of any federal or state law or district policy, including but not limited to copyrighted material and material protected by trade secret;
- that contains personal information about themselves or others, including information protected by confidentiality laws;
- that impersonates another or transmits through an anonymous remailer; or
- that accesses fee services without specific permission from the system administrator.

Security

Security on district technology devices is a high priority. Students who identify a security problem while using district technology devices must immediately notify a staff member. Logging on to the Internet or electronic communications as a system administrator is prohibited.

Students must not:

- use another person's password or any other identifier;
- gain or attempt to gain unauthorized access to district technology devices; or
- read, alter, delete or copy, or attempt to do so, electronic communications of other system users.

Any user identified as a security risk, or as having a history of problems with technology, may be denied access to the Internet, electronic communications and/or district technology devices.

Safety

In the interest of student safety and security, the district will educate students about appropriate online behavior, including cyberbullying awareness and response; interacting on social media; appropriate use of artificial intelligence, and other forms of direct electronic communications.

Students must not reveal personal information, such as home address or phone number, while using the Internet or electronic communications. Without first obtaining permission of a staff member, students must not use their last name or any other information that might allow another person to locate him or her. Students must not arrange face-to-face meetings with persons met on the Internet or through electronic communications.

Vandalism

Vandalism will result in cancellation of privileges and may result in legal action and/or disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning suspension, expulsion and other disciplinary interventions. Vandalism is defined as any malicious or intentional attempt to harm, destroy, modify, abuse or disrupt operation of any network within the school district or any network connected to the Internet, operation of any form of electronic communications, the data contained on any network or electronic communications, the data of another user, usage by another user, or district technology device. This includes, but is not limited to, the uploading or creation of computer viruses and the use of encryption software.

Artificial Intelligence

The district supports student use of Artificial Intelligence (AI) tools that enhance the district's commitment to high-quality learning. Generally, students may use AI tools for explaining concepts, exploring new topics of interest and seeking guidance on research directions. Students may be permitted to use AI tools on assignments if clearly stated in the assignment or specified by the teacher. However, students must not rely solely or primarily on AI tools in completion of coursework unless expressly authorized.

In any use of AI, students should be mindful that AI tools are prone to "hallucinations," false answers/information, or outdated, misleading and/or biased information. Thus, students must always verify information provided by AI tools using reliable sources such as textbooks, scientific papers and reputable educational websites.

Students should not upload or input any personal, confidential, propriety or sensitive information into any AI tool. Examples include passwords and other personal information such as names, likenesses, or social security, credit card or bank account numbers.

Specific acceptable and unacceptable uses of AI tools may vary based on new technological developments and students must follow the guidance of the district's administrators. Offenses or violations of this Policy will be addressed by the teacher and administrators.

Unauthorized Content

Students are prohibited from using or possessing any software applications, mobile applications or other content that has been downloaded or is otherwise in the user's possession without appropriate registration and payment of any fees.

Assigning Student Projects and Monitoring Student Use

The district will make reasonable efforts to see that the Internet and electronic communications are used responsibly by students. Administrators, teachers and staff have a professional responsibility to work together to monitor students' use of the technology, help students develop the intellectual skills needed to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use information to meet their educational goals. Students must have specifically defined objectives and search strategies prior to accessing material and information.

Opportunities will be made available on a regular basis for parents to observe student use technology in schools.

Student use of technology will be supervised by staff. Staff members assigned to supervise student technology use must have received training in technology safety and monitoring student use.

Student Use is a Privilege

Use of the technology demands personal responsibility and an understanding of the acceptable and unacceptable uses of such tools. Student use of technology and district technology devices is a privilege, not a right. Failure to follow the use procedures contained in this policy will result in the loss of the privilege to use these tools and restitution for costs associated with damages, and may result in legal action and/or disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning suspension, expulsion and other disciplinary interventions. The school district may deny, revoke or suspend access to district technology or close accounts at any time.

Students and parents/guardians are required to sign the district's Acceptable Use Agreement annually before the district permits the student's use of technology, including Internet or electronic communications accounts.

School District Makes no Warranties

The school district makes no warranties of any kind, whether express or implied, related to the use of district technology devices, including access to the Internet and electronic communications services. Providing access to these services does not imply endorsement by the district of the content, nor does the district make any guarantee as to the accuracy or quality of information received. The district is not responsible for any damages, losses or costs a student suffers in using technology. This includes loss of data and service interruptions. Use of any information obtained via technology is at the student's own risk.

Adopted: 08/01/96 Revised: 11/11/96, 10/14/02, 10/11/07, 11/13/08, 07/19/12, 12/06/12, 08/08/13, 05/06/25

File: JS-E

Student Use of the Internet, Electronic Mail and District Networks (Acceptable Use Agreement)

To provide for the appropriate use of technology, the following "Acceptable Use Agreement" has been developed. (A copy of this agreement will be distributed to students and parents/guardians for signature before a student is issued an Internet account.)

Terms and conditions

All computers having Internet, Electronic Mail and District Network access must be used in a responsible, ethical and legal manner. Failure to adhere to this Agreement will result in revocation of access privileges.

1. Acceptable use: The use of your technology accounts must be consistent with the educational objectives of the Monte Vista School District. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to:
 - a. copyrighted material
 - b. threatening or obscene material
 - c. material protected by trade secret
2. Privilege: The use of the technology is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators) will deem what is inappropriate use and that decision is final. The system administrators) may close an account at any time, as required. The administration, faculty and staff may request the system administrator to deny, revoke or suspend specific user accounts.
3. No warranty: The Monte Vista School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Monte Vista School District will not be responsible for any damages you suffer in using the Internet, Electronic Mail or District Networks. This includes loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions. Use of any information obtained via technology is at your own risk. The Monte Vista School District specifically denies responsibility for the accuracy or quality of information obtained through this service.
4. Security: Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the Internet, you must notify a system administrator. Do not demonstrate the problem to other users. Do not use another individual's account. Attempts to log on to the network as any other user will result in cancellation of user privileges. Any user identified as a security risk, or as having a history of problems with other computer systems, may be denied access to district technology.
5. Vandalism: Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the Internet, or any agencies or other networks that are connected to the Internet as well as interfering with network operations, damaging network equipment and installing or running unapproved software. This includes, but is not limited to, the uploading or creation of computer viruses.
6. Unauthorized costs: Students are prohibited from accessing fee services via the Internet or Electronic Mail. If such services are accessed, the student will be responsible for any fee or cost involved.
7. Electronic mail and district networks: Users of district e-mail and network systems are responsible for appropriate use. All illegal and improper uses of district technology are prohibited. Electronic messages are not for private or confidential matters and there is no guarantee of privacy or confidentiality in their use. Only the district-supplied e-mail account may be used on the district network.

I understand and will abide by the terms of the preceding Agreement. I further understand that a violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action and/or appropriate legal action may be taken.

Your signature on the Acceptable Use Agreement is legally binding and indicates that the party (parties) who signed has (have) read the terms and conditions carefully and understand(s) their significance.

Year of Graduation: _____

Student name (please print): _____

Student signature _____ Date _____

Parent or Guardian

If the user is under 18 years of age, a parent or guardian also must sign this Agreement.

As the parent or guardian of this student, I have read the Acceptable Use Agreement. I understand that this access is designed for educational purposes and that the Monte Vista School District has taken precautions to eliminate controversial material. I also recognize, however, that it is impossible for the Monte Vista School District to restrict access to all controversial materials and I will not hold the District responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting.

I hereby give permission to issue an account for my child and certify that the information contained on this form is true and correct.

Parent/guardian (please print): _____

Parent/guardian: _____ Date: _____

Notice to Parents regarding Sex Offender Information:

Colorado law requires school districts to provide written information to parents at the beginning of each school year, identifying where and how members of the community may obtain information collected by law enforcement agencies related to registered sex offenders. The State of Colorado Sex Offender Registry can be accessed at <https://apps.colorado.gov/apps/dps/sor>



Advancing Colorado's health and protecting the places we live, learn, work and play

Dear families of students attending Colorado kindergarten through 12th grade schools for the 2026-27 school year:

This letter includes important information and other resources about Colorado's immunization requirements to attend school. There's nothing more important than making sure your child stays healthy and learning all year long. Routine vaccination can prevent the spread of diseases like measles, mumps, varicella (chickenpox), whooping cough, and others, so kids can just be kids. The vast majority of Colorado families choose to protect their children through vaccination.

Colorado law requires students attending school to be vaccinated against many diseases, unless a certificate of exemption is filed. For more information, visit cdphe.colorado.gov/immunization-policy-and-board-health-rules. Before your student's first day of school, you are responsible for providing at least one of the following to each school your student attends:

1. An up-to-date immunization record.
2. An in-process plan ([example](#)).
3. A Certificate of Medical or Nonmedical Exemption for any missing doses of school-required vaccine(s).

Vaccines required to attend school (K-12)	Number of valid doses* to start kindergarten and attend school (K-12)
Hepatitis B (HepB)	3 doses
Diphtheria, tetanus, pertussis (DTaP)	5 doses
Polio (IPV)	4 doses
Measles, mumps, rubella (MMR)	2 doses
Varicella (chickenpox)	2 doses
In addition, at seventh grade entry, your child is required to have:	
Tdap (tetanus, diphtheria, pertussis)	1 dose

*If your child is or was behind on routine vaccines, the number of doses may vary. [Colorado's school \(K-12\) immunization table](#) can help you and your child's health care provider determine if your child has the required number of doses.

Colorado requires vaccines to be given following the vaccine schedules outlined in Colorado Board of Health rule 6 CCR 1009-2 for the number and spacing of doses of the required vaccines. View the recommended vaccine schedule for [children birth through 6 years](#) and [children/adolescents 7-18 years of age](#). **Get seventh-grade ready:** Beginning in the 2026-27 school year, Colorado law requires adolescents to receive one dose of Tdap **before their first day of seventh grade**. Adolescents who had a Tdap at sixth-grade entry for the 2025-2026 school year do not need another dose for seventh grade. Questions? Refer to the [Tdap letter](#), linked on our [school webpage](#).

There are other vaccines that are not required for K-12 school but recommended, including: COVID-19, hepatitis A (HepA), human papillomavirus (HPV), influenza (flu), and meningococcal disease (MenACWY and MenB).

Vaccination records

Share your student's updated Certificate of Immunization with their school every time they receive a vaccine. Need to find your student's vaccine record? Visit the [finding a student's immunization records for school](#) webpage or COVaxRecords.org for more information.

Exclusion from school

If there is an outbreak of a vaccine-preventable disease at your student's school, and your student has not received the vaccine for that disease, they may be excluded from school for many days. That could mean lost learning time for them and lost work and wages for you. For example, if your student is not up to date with their MMR vaccines, they may need to stay home from school for at least 21 days after someone at the school gets sick with measles.

Exemptions from one or more school-required vaccines

Medical Exemption. If your health care provider determines that your student cannot get vaccines for medical reasons, you must submit a Certificate of Medical Exemption to your school.

Nonmedical Exemption. If you choose not to have your student vaccinated for nonmedical reasons, you must submit a Certificate of Nonmedical Exemption to your school. There are two ways to obtain a nonmedical exemption:

1. Submit the Certificate of Nonmedical Exemption signed by an advanced practice nurse (APN), pharmacist, physician (MD or DO), physician assistant (PA), or registered nurse (RN), licensed in Colorado.
2. Submit the Certificate of Nonmedical Exemption you will be able to access after completing Colorado's Online Immunization Education Module.

Nonmedical exemptions must be submitted on an annual basis. Find more information about exemptions at cdphe.colorado.gov/exemptions-to-school-required-vaccines.

Have questions?

Talk with a health care provider or your local public health agency to ask questions and find out which vaccines your student needs. Read about the benefits and importance of vaccines at childvaccineco.org, HealthyChildren.org, and cdphe.colorado.gov/immunization-education.

Finding and paying for vaccinations

Find a vaccine provider at cdphe.colorado.gov/get-vaccinated. Visit COVax4Kids.org to find free or low-cost vaccines. Dial 2-1-1 for information on Health First Colorado (Medicaid) and vaccine clinics in your area.

How is your school doing on vaccinations?

Annually, schools and child cares must report immunization and exemption numbers (but not student names or birthdates) to the state health department. Colorado law established the Vaccinated Children Standard of 95% for all school-required vaccines, described in [§25-4-911, CRS](#), and schools do not control their specific immunization and exemption rates.

Your child's school's immunization rates from the 2024-2025 school year.
(Find 2024-2025 school year and prior years' data at COVaxRates.org).

School name	2024-2025 MMR immunization rate (required)	2024-2025 MMR exemption rate (required)
Monte Vista School District	96.9%	2.6%

Schools may choose to include rates for other school-required vaccines below.

2024-2025 HepB immunization rate	2024-2025 HepB exemption rate
2024-2025 DTaP immunization rate	2024-2025 DTaP exemption rate
2024-2025 Tdap immunization rate	2024-2025 Tdap exemption rate

2024-2025 IPV immunization rate	2024-2025 IPV exemption rate
2024-2025 chickenpox immunization rate	2024-2025 chickenpox exemption rate

1. Submit the Certificate of Nonmedical Exemption signed by an advanced practice nurse (APN), pharmacist, physician (MD or DO), physician assistant (PA), or registered nurse (RN), licensed in Colorado, or
2. Submit the Certificate of Nonmedical Exemption you will be able to access after completing Colorado's Online Immunization Education Module.

Nonmedical exemptions expire when vaccines are due or when the child enrolls in kindergarten. Find more information about exemptions at cdphe.colorado.gov/exemptions-to-school-required-vaccines.

Have questions?

Talk with a health care provider or your local public health agency to ask questions and find out which vaccines your child needs. Read about the benefits and importance of vaccines at childvaccineco.org, HealthyChildren.org, and cdphe.colorado.gov/immunization-education.

Finding and paying for vaccinations

Find a vaccine provider at cdphe.colorado.gov/get-vaccinated. If you need help finding free or low-cost vaccines, go to COVax4Kids.org or dial 2-1-1 for information on Health First Colorado (Medicaid) and vaccine clinics in your area.

How is your child care or preschool doing on vaccinations?

Annually, schools and child cares must report immunization and exemption numbers (but not student names or birth dates) to the state health department. Colorado law established the Vaccinated Children Standard of 95% for all school-required vaccines, described in [§25-4-911, CRS](#), and schools do not control their specific immunization and exemption rates.

Your child care or preschool's immunization rates from the 2024-2025 school year.
(Find 2024-2025 school year and prior years' data at COVaxRates.org).

Child care or preschool name	2024-2025 MMR immunization rate (required)	2024-2025 MMR exemption rate (required)
Marsh School PreSchool	96.1%	1.3%

Schools may choose to include rates for other school-required vaccines below.

2024-2025 HepB immunization rate	2024-2025 HepB exemption rate	2024-2025 PCV immunization rate	2024-2025 PCV exemption rate
2024-2025 DTaP immunization rate	2024-2025 DTaP exemption rate	2024-2025 IPV immunization rate	2024-2025 IPV exemption rate
2024-2025 Hib immunization rate	2024-2025 Hib exemption rate	2024-2025 chickenpox immunization rate	2024-2025 chickenpox exemption rate

Exclusion from school

If there is an outbreak of a vaccine-preventable disease at your student's school, and your student has not received the vaccine for that disease, they may be excluded from school for many days. That could mean lost learning time for them and lost work and wages for you. For example, if your student is not up to date with their MMR vaccines, they may need to stay home from school for at least 21 days after someone at the school gets sick with measles.

Exemptions from one or more school-required vaccines

Medical Exemption. If your health care provider determines that your student cannot get vaccines for medical reasons, you must submit a Certificate of Medical Exemption to your school.

Nonmedical Exemption. If you choose not to have your student vaccinated for nonmedical reasons, you must submit a Certificate of Nonmedical Exemption to your school. There are two ways to obtain a nonmedical exemption:

1. Submit the Certificate of Nonmedical Exemption signed by an advanced practice nurse (APN), pharmacist, physician (MD or DO), physician assistant (PA), or registered nurse (RN), licensed in Colorado.
2. Submit the Certificate of Nonmedical Exemption you will be able to access after completing Colorado's Online Immunization Education Module.

Nonmedical exemptions must be submitted on an annual basis. Find more information about exemptions at cdphe.colorado.gov/exemptions-to-school-required-vaccines.

Have questions?

Talk with a health care provider or your local public health agency to ask questions and find out which vaccines your student needs. Read about the benefits and importance of vaccines at childvaccineco.org, HealthyChildren.org, and cdphe.colorado.gov/immunization-education.

Finding and paying for vaccinations

Find a vaccine provider at cdphe.colorado.gov/get-vaccinated. Visit COVax4Kids.org to find free or low-cost vaccines. Dial 2-1-1 for information on Health First Colorado (Medicaid) and vaccine clinics in your area.

How is your school doing on vaccinations?

Annually, schools and child cares must report immunization and exemption numbers (but not student names or birthdates) to the state health department. Colorado law established the Vaccinated Children Standard of 95% for all school-required vaccines, described in [§25-4-911, CRS](#), and schools do not control their specific immunization and exemption rates.

Your child's school's immunization rates from the 2024-2025 school year.
(Find 2024-2025 school year and prior years' data at COVaxRates.org).

School name	2024-2025 MMR immunization rate (required)	2024-2025 MMR exemption rate (required)
Marsh Elementary School	94.2%	3.3%

Schools may choose to include rates for other school-required vaccines below.

2024-2025 HepB immunization rate	2024-2025 HepB exemption rate
2024-2025 DTaP immunization rate	2024-2025 DTaP exemption rate
2024-2025 Tdap immunization rate	2024-2025 Tdap exemption rate

2024-2025 IPV immunization rate	2024-2025 IPV exemption rate
2024-2025 chickenpox immunization rate	2024-2025 chickenpox exemption rate

Exclusion from school

If there is an outbreak of a vaccine-preventable disease at your student's school, and your student has not received the vaccine for that disease, they may be excluded from school for many days. That could mean lost learning time for them and lost work and wages for you. For example, if your student is not up to date with their MMR vaccines, they may need to stay home from school for at least 21 days after someone at the school gets sick with measles.

Exemptions from one or more school-required vaccines

Medical Exemption. If your health care provider determines that your student cannot get vaccines for medical reasons, you must submit a Certificate of Medical Exemption to your school.

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Nonmedical exemptions must be submitted on an annual basis. Find more information about exemptions at cdphe.colorado.gov/exemptions-to-school-required-vaccines.

Have questions?

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How is your school doing on vaccinations?

Annually, schools and child cares must report immunization and exemption numbers (but not student names or birthdates) to the state health department. Colorado law established the Vaccinated Children Standard of 95% for all school-required vaccines, described in [§25-4-911, CRS](#), and schools do not control their specific immunization and exemption rates.

Your child's school's immunization rates from the 2024-2025 school year.
(Find 2024-2025 school year and prior years' data at COVaxRates.org).

School name	2024-2025 MMR immunization rate (required)	2024-2025 MMR exemption rate (required)
Bill Metz Elementary School	96.2%	3.5%

Schools may choose to include rates for other school-required vaccines below.

2024-2025 HepB immunization rate	2024-2025 HepB exemption rate
2024-2025 DTaP immunization rate	2024-2025 DTaP exemption rate
2024-2025 Tdap immunization rate	2024-2025 Tdap exemption rate

2024-2025 IPV immunization rate	2024-2025 IPV exemption rate
2024-2025 chickenpox immunization rate	2024-2025 chickenpox exemption rate

Exclusion from school

If there is an outbreak of a vaccine-preventable disease at your student's school, and your student has not received the vaccine for that disease, they may be excluded from school for many days. That could mean lost learning time for them and lost work and wages for you. For example, if your student is not up to date with their MMR vaccines, they may need to stay home from school for at least 21 days after someone at the school gets sick with measles.

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Your child's school's immunization rates from the 2024-2025 school year.
(Find 2024-2025 school year and prior years' data at COVaxRates.org).

School name	2024-2025 MMR immunization rate (required)	2024-2025 MMR exemption rate (required)
Monte Vista Middle School	98.4%	1.6%

Schools may choose to include rates for other school-required vaccines below.

2024-2025 HepB immunization rate	2024-2025 HepB exemption rate
2024-2025 DTaP immunization rate	2024-2025 DTaP exemption rate
2024-2025 Tdap immunization rate	2024-2025 Tdap exemption rate

2024-2025 IPV immunization rate	2024-2025 IPV exemption rate
2024-2025 chickenpox immunization rate	2024-2025 chickenpox exemption rate

Exclusion from school

If there is an outbreak of a vaccine-preventable disease at your student’s school, and your student has not received the vaccine for that disease, they may be excluded from school for many days. That could mean lost learning time for them and lost work and wages for you. For example, if your student is not up to date with their MMR vaccines, they may need to stay home from school for at least 21 days after someone at the school gets sick with measles.

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Your child’s school’s immunization rates from the 2024-2025 school year.
(Find 2024-2025 school year and prior years’ data at COVaxRates.org).

School name	2024-2025 MMR immunization rate (required)	2024-2025 MMR exemption rate (required)
Monte Vista High School	97.8%	1.8%

Schools may choose to include rates for other school-required vaccines below.

2024-2025 HepB immunization rate	2024-2025 HepB exemption rate
2024-2025 DTaP immunization rate	2024-2025 DTaP exemption rate
2024-2025 Tdap immunization rate	2024-2025 Tdap exemption rate

2024-2025 IPV immunization rate	2024-2025 IPV exemption rate
2024-2025 chickenpox immunization rate	2024-2025 chickenpox exemption rate

Exclusion from school

If there is an outbreak of a vaccine-preventable disease at your student's school, and your student has not received the vaccine for that disease, they may be excluded from school for many days. That could mean lost learning time for them and lost work and wages for you. For example, if your student is not up to date with their MMR vaccines, they may need to stay home from school for at least 21 days after someone at the school gets sick with measles.

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Your child's school's immunization rates from the 2024-2025 school year.

(Find 2024-2025 school year and prior years' data at COVaxRates.org).

School name	2024-2025 MMR immunization rate (required)	2024-2025 MMR exemption rate (required)
Byron Syring Delta Center	96.2%	3.8%

Schools may choose to include rates for other school-required vaccines below.

2024-2025 HepB immunization rate	2024-2025 HepB exemption rate
2024-2025 DTaP immunization rate	2024-2025 DTaP exemption rate
2024-2025 Tdap immunization rate	2024-2025 Tdap exemption rate

2024-2025 IPV immunization rate	2024-2025 IPV exemption rate
2024-2025 chickenpox immunization rate	2024-2025 chickenpox exemption rate

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How is your child care or preschool doing on vaccinations?

Annually, schools and child cares must report immunization and exemption numbers (but not student names or birth dates) to the state health department. Colorado law established the Vaccinated Children Standard of 95% for all school-required vaccines, described in [§25-4-911, CRS](#), and schools do not control their specific immunization and exemption rates.

Your child care or preschool's immunization rates from the 2024-2025 school year.

(Find 2024-2025 school year and prior years' data at COVaxRates.org).

Child care or preschool name	2024-2025 MMR immunization rate (required)	2024-2025 MMR exemption rate (required)
Monte Vista Early Learning Center	96.1%	1.3%

Schools may choose to include rates for other school-required vaccines below.

2024-2025 HepB immunization rate	2024-2025 HepB exemption rate	2024-2025 PCV immunization rate	2024-2025 PCV exemption rate
2024-2025 DTaP immunization rate	2024-2025 DTaP exemption rate	2024-2025 IPV immunization rate	2024-2025 IPV exemption rate
2024-2025 Hib immunization rate	2024-2025 Hib exemption rate	2024-2025 chickenpox immunization rate	2024-2025 chickenpox exemption rate



Monte Vista School District

59 North Broadway, Monte Vista, Colorado 81144

Gabe Futrell, Superintendent

E-Mail: gabef@monte.k12.co.us

Phone: 719-852-5996

Web Site: pirates.monte.k12.co.us

Fall 2026

Dear Parents:

Thanks for taking the time to review the publication, *Monte Vista School District, School Policies, 2026-2027*. We hope that it will help students and parents to be more aware of expectations, consequences, and due process procedures.

Our mission is to Inspire the Pursuit of Excellence, *One Student at a Time!*

Please sign below and return this page to your child's school.

Student Name: _____

Student Grade: _____

Student School: _____

I have reviewed Monte Vista School District's current student conduct and discipline code. I understand that policies are subject to revision during the school year.

Parent/Guardian Signature

Date

Printed Name